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ENGLISH FOR TODAY

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BOOK THREE
The Way We Live

THE NATIONAL COUNCIL
OF TEACHERS OF ENGLISH

Revised Edition

ENGLISH FOR TODAY

Book Three

THE WAY WE LIVE

ENGLISH FOR TODAY

Book Three

THE WAY WE LIVE

by The National Council of Teachers of English

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THE WAY WE LIVE—Student Text

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UNIT I: WAYS OF LIFE

Lesson One: IN A SMALL TOWN

In a small town, every day is much the same as every other day.

It's early morning in Fairfield. The big clock above the door of the Farmers' Bank is striking six. Everybody gets up early in Fairfield. Rain or shine, Tim Brown, the milkman, delivers the milk soon after five every morning, and Mike Moore throws the morning papers at the front doors as he rides by on his bicycle. No one needs an alarm clock in Fairfield.

There are only 800 people in Fairfield, and most of them do the same thing at the same time every weekday. Every morning, Monday through Friday, just as the big clock strikes seven, old Ben Cook walks past the Farmers' Bank. He's on his way to the railroad station to get ready for the eastbound passenger train that



comes in at seven thirty. And just as Ben walks past the bank, Barney Jones unlocks his grocery store next door and waves to Ben. When Barney waves to Ben, you can set your watch at seven and you know it's right.

If you miss Ben and Barney, you can set your watch when Miss Mary Smith unlocks the door of the post office. You know it's seven fifty-five. She has five minutes to put away her boots, hang up her umbrella, and take off her hat and coat. Rain or shine, Miss Mary Smith brings her boots and umbrella. "You never can tell

what the weather will be like when it's time to go home, she always says.

At eight o'clock Miss Minnie Mason, principal of the Fairfield School, walks past the post office, waves to Mary, and hurries on. Miss Minnie Mason is always on time. By eight thirty, crowds of children hurry to school. They don't want to be late. Just before eight forty-five, the big yellow school bus drives up Main Street with children from the nearby farms.

One after another the stores along Main Street open for the day. The clothing store and the grocery stores get ready for business. You can smell the fresh bread as you walk by the bakery. Just as Mr. Fisher unlocks the bank, the clock above the door strikes nine. Today Doctor Harmon is opening his office next to the bank at the same time. But he doesn't always keep regular office hours. If people are very sick, he visits them at home. Sometimes he has to drive out in the country to a farmhouse. Once in a while he even stops to talk with friends who aren't sick at all. But no one waits long for Doctor Harmon.

At three thirty in the afternoon the westbound passenger train comes in, and the children get out of school. Soon the yellow school bus drives down Main Street on the way back to the farms. The children who live in town walk home. On sunny days, they play in the park or in their own yards. On rainy days, they play in their attics or basements.

Toward the end of the afternoon everything begins to close. The bank closes first. Mr. Fisher locks the bank doors promptly at four o'clock. Miss Mary Smith leaves the post office an hour after that. A half hour later Barney Jones locks his grocery store, and Miss Minnie Mason leaves school. If the three-thirty train is on time, Ben Cook walks past the Farmers' Bank at five thirty. By six o'clock everything is closed along Main Street except the gas station, the restaurant, and the drugstore. By six o'clock most people are at home getting ready for dinner.

Saturday is different, especially in summer. Then most stores stay open all evening, and people from the nearby farms come to town to shop or to visit with their friends. Sometimes they go to a movie.

But every weekday, Monday through Friday, people go to bed early in Fairfield. The streets are quiet, and the houses are dark when the big clock over the Farmers' Bank strikes ten o'clock. The small town is getting ready for tomorrow.

Understanding ideas

1. Find two sentences that are **not** true:
 - a. The eastbound passenger train comes into Fairfield at seven thirty in the morning.
 - b. The westbound passenger train comes in at two thirty in the afternoon.
 - c. Doctor Harmon keeps regular office hours.
 - d. People in Fairfield go to bed early.
 - e. Most people in Fairfield do things on time.
2. Match the names of people with their place of work:

a. Barney Jones	a. grocery store
b. Miss Mary Smith	b. the bank
c. Mr. Fisher	c. Fairfield School
d. Ben Cook	d. post office
e. Miss Minnie Mason	e. railroad station

Understanding words

Find words in the lesson that mean: (a) things needed when it rains, (b) a place where bread is made, (c) a room under a house, (d) a room at the top of a house.

Talking and writing about Fairfield

1. Why doesn't anyone need **an alarm** clock in Fairfield?
2. What does Ben Cook do **every morning**? Where does he work?
3. What four people are always on time? What work do they do?
4. Where do the children who ride in the yellow school bus come from?
5. What can you buy in a clothing store? In a grocery store? In a bakery?
6. What time does the eastbound passenger train come into Fairfield? The westbound train?
7. Why doesn't Doctor Harmon keep regular office hours?
8. Where do the children play after school on sunny days? On rainy days?
9. Is everything on Main Street closed by six o'clock?
10. Why is Saturday different in Fairfield? What do the people do then?

GRAMMAR

Review of noun plurals

Model: clocks /s/ farmers /z/ buses /ɪz/

- 1.1 Say the singular and the plural forms in sentences like these:
"This is a bank. These are banks. That's a bank. Those are banks."

bank	train	school	attic
bicycle	watch	window	bus
clock	office	crowd	store
umbrella	boot	farm	day

Compound nouns

Model: milk + man = milkman, milkmen

- 1.2 Write and say the compound nouns. Use each noun in two sentences, once in the singular and once in the plural. You must check in the story to find out if the compound is written as one word or two words.

1. alarm + clock =	alarm clock	alarm clocks
2. week + day =	weekday	weekdays
3. railroad + station =	_____	_____
4. passenger + train =	_____	_____
5. grocery + store =	_____	_____
6. post + office =	_____	_____
7. gas + station =	_____	_____
8. clothing + store =	_____	_____
9. school + bus =	_____	_____
10. office + hour =	_____	_____
11. drug + store =	_____	_____
12. farm + house =	_____	_____
13. week + end =	_____	_____

Review of -s forms of verbs

Model: strikes /s/ delivers /z/ misses /Iz/

- 1.3** Say the -s forms in short sentences like these: "He gets up early. She always waves at me. It stops here every day."

get up	throw	ride	walk
wave	hang up	take off	tell
rain	hurry	go	remember
visit	stop	talk	live
look	close	leave	stay

Review of two-word verbs

Model: Mary always puts away her boots.
She always puts them away.

- 1.4** Say or write two sentences like those in the model.

- 1. Mike/hang up/clothes**

Mike _____.

He _____.

- 2. Mary/hang up/umbrella**

Mary _____.

She _____.

- 3. Tim/put on/gloves**

Tim _____.

He _____.

- 4. Mr. Fisher/put on/hat**

Mr. Fisher _____.

He _____.

- 5. Mary/take off/hat and coat**

Mary _____.

She _____.

- 6. Miss Mason/take off/glasses**

Miss Mason _____.

She _____.

- 7. Ben Cook/call up/Doctor Harmon**

Ben _____.

He _____.

1.5 The two-word verbs *get up* and *wake up*. Memorize the following conversations:

S1: When do you usually get up?

S2: I usually get up at (*seven o'clock*).

S1: Do you get up at (*seven*) every day?

S2: Yes, I do. (or) No, I don't. On (*Saturdays*) I get up (*later, earlier*).

S1: When do you usually go to bed?

S2: I usually go to bed at (*ten o'clock*).

S1: How do you wake up on time?

S2: I have an alarm clock. (or) My (*mother*) wakes me up.

S1: What time did you go to bed last night?

S2: I went to bed at (*ten o'clock*).

S1: What time did you get up this morning?

S2: I got up at (*seven o'clock*).

S1: What time did you get up on (*Sunday*)?

S2: I got up at (*eight o'clock*).

Verb constructions

Review of the present progressive: *get* → *getting* → *is getting*

Model: Mike is getting ready for breakfast.

Mike isn't getting ready for breakfast.

Is Mike getting ready for breakfast?

1.6 Make affirmative statements, negative statements, and questions like those in the model. All of the words in the first box may be used with all of the words in the second.

(*is/are*)

the milkman
the doctor
the bakers
the bankers
the bus driver

(*is/are*) getting
ready for

breakfast
lunch
dinner
work
tomorrow

Review of the modals *can* and *will*

Model: The doctor can give medicine.

Can the doctor give medicine? Yes, he can.

The doctor can't bake bread.

Can the doctor bake bread? No, he can't.

- 1.7 Make sentences like those in the model. Use the following guide words:

milkman/deliver milk/give medicine

bakers, bake bread/deliver milk

bus driver/drive a bus/teach school

banker/cash a check/bake bread

doctor/give medicine/drive a bus

principal/teach school/deliver milk

Model: It will be rainy tomorrow.

Will it be rainy tomorrow? Yes, it will.

It won't be sunny tomorrow.

Will it be sunny tomorrow? No, it won't.

- 1.8 Make sentences like those in the model. Use the following guide words:

cloudy/clear

warm/cool

clear/cloudy

sunny/rainy

hot/cold

cool/warm

Clauses

Clauses with *as* = *at the same time that*

Model: As the clock strikes seven, Ben walks past the bank.

- 1.9 Find the *as* clauses in the reading. Write them down. Write five other sentences with *as* clauses.

Clauses with *when* and *if*

Model: When Barney waves to Ben, you can set your watch at seven.

If people are very sick, the doctor visits them at home.

- 1.10 Find the *when* and *if* clauses in the reading. Write them down. Write five other sentences with *when* clauses and five with *if* clauses.

Clauses with *who* as subject

Model: People who live in cold climates need warm clothes.

1.11 Complete the following sentences with *who* clauses. Follow the model. Use *hot*, *dry*, or *wet*.

1. People _____ don't need warm clothes.
2. People _____ need umbrellas.
3. People _____ need boots.
4. People _____ don't need umbrellas.
5. People _____ don't need boots.

Prepositions

1.12 Find the following prepositions in the reading. Use each of them in a sentence of your own: *above*, *after*, *along*, *at*, *before*, *by*, *down*, *except*, *for*, *from*, *in*, *next to*, *of*, *on*, *outside*, *past*, *through*, *to*, *up*, *with*.

COMPOSITION

Write a short paragraph in which you answer the following questions: When do you get up? How do you wake up on time? Do you get up at the same time every school day? Do you get up later on holidays? When do you go to bed? Do you like to stay up later?

“Early to bed and early to rise
Makes a man healthy, wealthy, and wise.”

—John Clarke:

Paroemiologia Anglo-Latina, 1639

Early to bed



Early to rise



Lesson Two: IN A BIG CITY

In a big city, people work and play, day or night.

It's nearly midnight in the big city. But the big city is not asleep.

The sidewalks are crowded with people. Some are leaving the movies, the plays, and the concerts. Some are stopping to look in the bright store windows. Some are waiting for buses and taxis. The restaurants are filled with late diners. The hotels are filled with tourists and businessmen who come from all over the world.

Many people work at night in the big city. Bright lights are shining from the windows of the tall buildings. In newspaper offices, reporters come and go, bringing the latest news; editors bend over their copy and telephones ring. Soon the morning paper will roll off the press. In hospitals, night nurses are making their usual rounds. In the fire station, an alarm is waking up the firemen. A fire has just broken out somewhere in the big city.

The streets are crowded with traffic. Taxis are bringing tired people from the airport and the railroad stations to the hotels. They hope to sleep a few hours before their busy day in the big city. Trucks are bringing fresh fruit and vegetables into the city. Ships loaded with food and fuel are tied up at the dock. Toward morning the streets are quieter. But they are never deserted in the big city.

Soon it's morning in the big city. By eight o'clock the streets are filled again with people. Millions of people live in the big city. And millions of people who work in the big city live in the surrounding suburbs. Now the working people who live in the suburbs, the commuters, are hurrying out of railroad stations, subways, buses, and private cars. The people who live in the city are hurrying out of apartment houses. Hurry, hurry, hurry. Everyone is in a hurry. Some stop only to drink a quick cup of coffee. There's no time for breakfast. Others stop to buy the morning paper. They read the headlines before they hurry on to the tall office buildings where they work.

The noise of traffic grows louder and louder. Trucks are loading and unloading. The early shoppers are stepping out of buses and cars. The policemen blow their whistles again and again to stop the traffic or to hurry it along. Elevated trains are roaring overhead. Subways are rumbling below the ground. These are the noises of a city at work.

Six o'clock. Again it's evening. Most of the offices have closed. Stores and shops are locked. The commuters have gone home to their families in the suburbs. The people who live in the city have returned to their apartments or have gone to a restaurant to eat. The tourists are coming back to their hotels. Since early morning, they have been looking at the sights of the big city—the museums, the art galleries, and the tall buildings. Everyone is getting ready for the evening.

All through the evening taxis and buses are taking people around the city. Restaurants are crowded. There are long lines of people



The big city never sleeps

waiting to get in to the plays and concerts. Ushers in theater lobbies are asking people to buy programs. People are telling each other to hurry and not to be late. You can hear the sound of voices talking, laughing, and singing. You can hear music. These are the sights and sounds of a city at play.

Day or night you can find people working and playing in the big city. The big city never sleeps.

Understanding ideas

1. Find two sentences that are not true:
 - a. People in the big city go to bed early.
 - b. Everyone is in a hurry.

- c. People eat their breakfast slowly.
 - d. Streets are never deserted in the big city..
 - e. It is easier to go to work in a small town than in a big city.
2. Which of these sounds are city sounds?
- a. loading and unloading trucks
 - b. policeman's whistle
 - c. cows mooing
 - d. laughing voices
 - e. music
 - f. chickens cackling

Understanding words

Find words in the lesson that are opposites of these words: (a) empty, (b) slow, (c) lower, (d) short, (e) louder, (f) late.

Let's talk and write about the big city

1. What do people do at night in the big city?
2. Who works at night in the big city?
3. Describe the traffic in the big city: the cars, the taxis, the buses, and the trucks.
4. What are commuters? Where do they live? Where do they work?
5. What are some of the noises in the big city?
6. What are the sights of the big city? What do the tourists come to see?
7. What are the sounds of a city at play?

GRAMMAR

Affirmative requests and reported speech

Situation: Ken and Kathy went to the theater last night.

Model: Request: Kathy said, "Buy the tickets early."

Report: Kathy told Ken to buy the tickets early.

- 2.1 Put these affirmative requests into reported speech. Follow the model:

1. Get good seats. Kathy asked Ken _____.
2. Be on time. Kathy told Ken _____.
3. Get tickets for a comedy. Kathy asked Ken _____.
4. Buy a program. Kathy asked Ken _____.
5. Listen to the music. Kathy told Ken _____.

Negative requests and reported speech

Model: Request: Ken said, "Don't be late."

Report: He told her not to be late.

2.2 Put these negative requests into reported speech:

- 1 Don't pick a comedy. He told her _____.
- 2 Don't sit too close to the front. He asked her _____.
- 3 Don't talk so loud. He told her _____.
- 4 Don't buy expensive tickets. He asked her _____.
- 5 Don't leave yet. He told her _____.

Object pronouns in reported speech

Model: Request: Don't buy me a sandwich.

Report: She asked him not to buy her a sandwich.

2.3 Change these requests to reported speech:

1. Get me a taxi. She told me _____.
2. Give us a cup of coffee. They asked me. _____.
3. Don't give me any cream and sugar. He asked me _____.
4. Show me where the museum is. I asked him _____.
5. Don't pay us the money. We asked her _____.

Verb constructions

The present perfect: *go* → *gone* → *have gone*

Model: The commuters have gone home to their families.

Have the commuters gone home to their families? Yes, they have.

2.4 Make affirmative statements, questions, and short answers like those in the model. Use the following guide words:

the commuters/suburbs
the night nurse/hospital
the firemen/fire

the policemen/police station
the taxi/hotel
the tourists/airport

Model: The commuters haven't stayed in the city.

Have the commuters stayed in the city? No, they haven't.

2.5 Make negative statements, questions, and short answers like those in the model. Use the following guide words:

the commuters/hotel

the firemen/museums

the tourists/suburbs

the night editor/movie

the night nurse/theater

the policemen/restaurants

2.6 Use the sentences you have just made in 2.4 and 2.5 in conversations like the following:

S1: Have the commuters gone to the suburbs?

S2: Yes, they have.

S2: Have the commuters gone to the hotel?

S3: No, they haven't. (etc.)

The present perfect progressive: *look → looking → been looking → have been looking*

Model: They've been looking at the sights of the city.

They haven't been looking at the sights of the city.

Have they been looking at the sights of the city?

2.7 Make negative statements and questions like those in the model:

1. He's been taking taxis.

2. They've been sleeping.

3. The tourist has been waiting.

4. The telephone has been ringing this morning.

5. The taxis have been bringing people from the airport today.

Noun possessives

Model: student's /s/

cousin's /z/

nurse's /ɪz/

2.8 Write the singular possessive form of these nouns. Pronounce it. Then use each singular possessive in a sentence: *man, child, son, uncle, aunt, milkman, editor, artist, nurse, Mike, George, Paul, Doris, Dave, Helen, Jack, woman, daughter.*

Model: s': students' cousins' nurses'
 's: men's women's children's

- 2.9 Write the plural possessive form of the nouns listed in 2.8 above, except proper names. Pronounce them. Then use each of them in a sentence.

Compounds with -man

- 2.10 Imitate your teacher's pronunciation of the compounds listed below. Then use each of the compounds (both singular and plural) in a sentence.

	<i>man</i> æ	<i>men</i> ɛ
milk + man =	milkman	milkmen
mail + man =	mailman	mailmen
business + man =	businessman	businessmen
	<i>man</i> = ɔ	<i>men</i> = ɔ
police + man =	policeman	policemen
fire + man =	fireman	firemen
post + man =	postman	postmen
gentle + man =	gentleman	gentlemen

COMPOSITION

Write a paragraph in which you answer the following questions about your village, town, or city: When do the stores open and close? What do the stores sell? How many people are there? What is the climate like? Is it hot in the summer and cold in the winter? What are the seasons of the year in your country?

“The great city is that which has the
 greatest man and woman.

If it be a few ragged huts, it is still the greatest city in
 the whole world.

-Whitman

Lesson Three: IN THE DESERT

In the desert, people and animals are always on the move.

It's early morning in the desert. Chief Omar steps out of his tent and pulls his long wool cape

closely around him. The morning is cold. He hears voices in the tents. Everyone is getting up early, for the nomads are going to move their camp. Today everyone will move with the animals to find new pasture.

Chief Omar steps back inside his tent. His sons are hungry and ask him if it's time to eat breakfast. Soon the men of the family sit down to eat their cheese and dates and to drink hot tea. On the other side of the blanket that divides the tent the women of the family eat their breakfast, too.

Now it's time to break camp. Everyone knows what to do. Some take down the tents. Some roll up the rugs and blankets. Some put the large bags filled with wool on the ground beside the rugs and blankets. These bags are their chairs. Others pack the wooden dishes and the copper pots. With these dishes and pots, they put bags of goatskin filled with cheese or dates. Last of all, they check the goatskin water bags. There must not be any leaks. They cannot lose even one drop of water, for in the desert water is more precious than gold.

When all is ready, the camels kneel and the men place the loads on them. Chief Omar mounts his camel and gives the signal to start. Behind him the long caravan begins to move out over the desert.

Hour after hour the long caravan moves over the yellow sand. The sun climbs higher in the sky and the day becomes hot. The men take off the wool capes they needed in the cold morning. Now and then a gazelle or a hare runs over the sand, but there aren't many animals in the desert.

Everyone keeps looking for signs of water. Then one day the men see patches of green grass. There are pools of water in the hollows. Men and animals begin to hurry, for they know that rain has fallen nearby. Farther on, they find enough grass for pasture and enough water in the hollows for their animals. Chief Omar gives the signal to make camp.

Again the camels kneel. And again the men unload them. Quickly they put up their tents, with the openings facing east. They spread rugs and blankets on the ground and place pillows on them.

A blanket divides the tent into two rooms. Then they unload the dishes and pots and bags of food and water. And once more the nomads are at home.

Meanwhile the thirsty animals take a long drink at the water holes. The goats drink first. Next come the sheep. Then come the camels. They are the thirstiest of all. They drink and drink. They have traveled for days without water. But at last they, too, turn away.



A caravan moves slowly out of sight

Rain has fallen here, and there will be pasture for many weeks. The animals will grow fat on the green grass. Then the men will choose the animals they want to sell. After they shear the sheep and fill the bags with wool, they will go to the big town on the oasis.

Again the nomads break camp and move on. They pitch their tents on the sand at the edge of the oasis. The first days in town are exciting days. There is the excitement of seeing shops and streets and crowds of people. The men must sell their animals and wool, and buy supplies. They bargain at the bazaars, and they drink coffee in the cool shade and listen to the sound of flowing water.

But soon the men become restless. They begin to miss the freedom and the quiet of the great open desert. Then one morning the black tents are gone. Far out from the oasis a caravan moves slowly out of sight.

Understanding ideas

1. Find two sentences that are not true:
 - a. The men and women eat breakfast together.
 - b. When it's time to move camp, nobody knows what to do.
 - c. In the desert, water is more precious than gold.
 - d. The nomads become restless in the big town.
2. Which of these things must the nomads do when they break camp?
 - a. take down tents
 - b. sweep the rugs
 - c. roll up rugs and blankets
 - d. fill large bags with wool
 - e. check the water bags

Understanding words

Find words in the lesson that mean: (a) a place for camels to feed, (b) a watering place, (c) a long train of camels, (d) places to buy things.

Let's talk and write about life in the desert

1. Why did the nomads move?
2. What did Chief Omar eat for breakfast?
3. Why did they check the goatskin water bags?
4. What animal do the nomads use for transportation?
5. What did the men keep looking for?
6. What did the men know when they saw green grass and the pools of water?
7. Which animals drank at the water holes? Which were the thirstiest of all?
8. Where do the nomads go when their animals have grown fat?
9. Why did the nomads like the big town on the oasis?
10. Why didn't the nomads stay in the big town?

"It is a rugged, restless, and uncertain existence that the nomad leads, but he would have it no other way. Of all men, says the nomad, he is the most free" *The World Today: Its Patterns and Cultures* by Clyde F. Kohn and Dorothy Drummond, McGraw-Hill, 1963, p. 428.

GRAMMAR

Reported speech

Model: Statement: I'm eating breakfast.

Report: He says he's eating breakfast.

Statement: I eat breakfast every day.

Report: He says he eats breakfast every day.

3.1 Put the following statements into reported speech.

1. I get up early.

He says he _____.

2. We're packing the bags carefully.

She says they _____.

3. I'm drinking tea.

She says she _____.

4. We like coffee.

The man says they _____.

5. Camels work hard.

The chief says camels _____.

Model: Question: Are you eating breakfast?

Report: He asked me if I'm eating breakfast.

Report: He wants to know if I'm eating breakfast.

Question: Do you eat breakfast early?

Report: He asked me if I eat breakfast early.

Report: He wants to know if I eat breakfast early.

3.2 Put the following questions into reported speech.

1. Do you go to bed late?

He asked me _____ He wants to know _____.

2. Are you drinking coffee?

He asked me _____ He wants to know _____.

3. Do you like tea?

They asked me _____ They want to know _____.

4. Are the bags leaking?

We asked them _____ We want to know _____.

5. Do camels drink a lot?

He asked you _____ He wants to know _____.

Review of regular past forms

Model: checked t moved /d/ divided /ɪd/

3.3 Say the base form and the past in complete sentences like these:
They move it every day. They moved it yesterday. Use the following verbs: *check, divide, need, save, load, want, fill, pitch.*

3.4 Say the base form and the past in complete sentences like these:
They hurry every day. They hurried yesterday. Use the following verbs: *move, unload, bargain, pack, load.*

Model: The woman packed the pot. She packed it.
The woman packed the pots. She packed them.

3.5 For each set of guide words make four sentences like those in the model: *men/pitch the tent, women/check the bag, man/load the camel, blankets/divide the tent, boy/fill the bag with wool.*

3.6 Say and write the following sentences in the past:

1. Chief Omar steps out of his tent.
2. He pulls his cape around him.
3. They move their camp often.
4. They ask him about breakfast.
5. Blankets always divide the tent.
6. Some roll up the blankets.
7. Some load the rugs and blankets.
8. Others pack the wooden dishes.
9. The men place the loads on the camels.

3.7 Say and write the following sentences in the present perfect:

1. Chief Omar mounts his camel.
2. The long caravan moves out over the desert.
3. The men unload the camels.
4. They save a little water in the water bags.
5. The sun climbs higher in the sky.

Verb constructions: *The passive*

Model: They load the camels quickly.
The camels are loaded quickly.
They loaded the camels quickly.
The camels were loaded quickly.
They have loaded the camels quickly.
The camels have been loaded quickly.
They are loading the camels quickly.
The camels are being loaded quickly.

3.8 Change the following sentences into the passive with *is* or *are* + past participle (*is loaded, are loaded*):

1. Someone hears voices in the tents. (*hear* → *heard*)
2. Someone rolls up the rugs slowly.
3. Someone else fills the bags quickly.
4. Others pack the dishes carefully.
5. Last of all, they check the water bags thoroughly.
6. The man places one load on the camel.
7. Someone gives the signal quickly. (*give* → *given*)
8. They eat the food quickly. (*eat* → *eaten*)
9. Some wear capes in the cold morning. (*wear* → *worn*)
10. A blanket divides the tent into two rooms.

3.9 Change the sentences in 3.8 into the past. Then change them into the passive with *was* or *were* + past participle (*was loaded, were loaded*).

3.10 Change the sentences in 3.8 into the present perfect. Then change them into the passive with *has been* or *have been* + past participle (*has been loaded, have been loaded*).

3.11 Change the sentences in 3.8 into the present progressive. Then change them into the passive with *is being* or *are being* + past participle (*has been loaded, have been loaded*).

3.12 Give the passive sentence.

- | | |
|----------------------------------|-------------------------------|
| 1. They filled the bags quickly. | The bags were filled quickly. |
| 2. They are checking the bags. | _____. |
| 3. They have packed the dishes. | _____. |
| 4. They give the signal. | _____. |
| 5. They divided the tent. | _____. |

6. They are pitching the tents.
7. They have eaten the dates.
8. They have divided the tent.
9. They are rolling up the blankets.
10. They place the bags on the ground.

Model: A blanket divided the tent.

The tent was divided by a blanket.

3.13 Follow the model and change the following sentences into the passive. The subjects of the active sentences will become the objects of the preposition *by*.

1. The chief gave the signal.. (*give* → *given*)
2. A young woman told that sad story. (*tell* → *told*)
3. That little boy picked the dates.
4. Those old men filled the bags..
5. Her mother made the cheese. (*make* → *made*)

COMPOSITION

Write a paragraph about the nomads. Why do they keep looking for water? Why is water so important to them? Why is it more precious than gold? What animals do they keep? Which animal is the most important to them? Which animal can go without water the longest?



The camel is the ship of the desert.
—Arab Proverb



From water we have made everything
live.—The Koran

Lesson Four: IN THE FAR NORTH

In the Far North, even small boys must hunt for food.

This was an important day for Alatook, and he had eaten his breakfast quickly. For the first

time he was going to hunt seals alone. It was a cold day, but Alatook would be warm. First he put on his fur-lined jacket. Then he put on mittens and boots of deerskin to protect his hands and feet from the cold. Finally he picked up the gun he had cleaned so carefully the day before.

When Alatook stepped out of the house, the dogs barked and pulled on their chains. They had often gone with Alatook before, but today they had to stay home. They might scare the seals.

Stars still filled the sky. There was no sound. There was nothing but sky and ice and snow.

Before the sun came up, Alatook had reached the spot where he was going to look for seals. He kept a careful watch. A hole in the ice might be a breathing hole. When ice covers the water, seals spend the winter near a breathing hole. Sometimes their warm breath melts a hole large enough for them to get out of the water and onto the ice.

As he walked over the ice and snow, Alatook kept looking from side to side. Suddenly he stopped. He saw a dark object far out on the ice. Could it be a seal? He moved on quietly. As he came nearer, Alatook could see better. It was a seal!

In a minute he was down on his hands and knees. He crept slowly along over the ice. The seal would be nearsighted. All seals are. If Alatook was very careful, the seal might mistake him for another seal. It raised its head and looked from side to side. Alatook moved his head from side to side too—just like the seal. Then he stopped and scratched the ice as seals sometimes do. The seal seemed to feel safe and did not move.

Alatook moved nearer. At last he was near enough to shoot. But he didn't. He waited. He had to be sure to kill the seal. A wounded seal sometimes slid back into the hole and was lost under the ice. Alatook raised his gun to his shoulder. He took careful aim and pulled the trigger. The seal's head fell forward onto the ice and did not move. Alatook got to his feet and ran to the seal. What a big one it was! There would be meat for many meals and lots of oil.



Alatook crept slowly' along over the ice

Alatook pulled the seal farther away from the hole in the ice. It was early yet. Perhaps he could find another seal today. Then what a hunter he would be! He walked on, always watching for breathing holes. He had not gone far when he saw water shoot up from a hole in the ice. That was a sign that a seal was near. He crouched on the ice and kept perfectly still. He waited for a long time. The wind was cold, and his legs felt stiff from holding one position. Still the seal did not come out of the hole.

At last Alatook got tired of waiting and stood up. He walked back to his seal, took hold of it, and pulled it after him over the ice and snow. It was a long way home.

Alatook's sister was playing with her friends near the house. When she saw him, she stopped playing and ran to tell their mother that Alatook had killed a seal. Their mother hurried out of the house with a big knife to cut up the animal. A big fat seal would provide many things besides food. The large skin would make a cover for a boat, and there would be enough skin left for water boots, rain-coats, or mittens.

That night Alatook smiled as he went to sleep. His family was proud of him. It had been a good day. Tomorrow he would try to get another seal.

Understanding ideas

- 1 Find two sentences that are not true:
 - a. Alatook went hunting for seals.
 - b. He left the house as soon as the sun came up.
 - c. All seals are farsighted.
 - d. Alatook's family was proud that he got a seal.
2. Which of these statements tell what the family did?
 - a. Alatook's sister played with her friends.
 - b. Alatook's father cleaned his gun.
 - c. Alatook's mother cut up the seal.
 - d. Alatook ate his piece of meat before he went to bed.

Understanding words

Find words in the lesson that are opposites of these words: (a) uneven, (b) freezes, (c) careless, (d) cold, (e) farsighted, (f) small.

Let's talk and write about Alatook's day

1. Why was this an important day for Alatook?
2. What did Alatook wear?
3. Why couldn't the dogs go along?
4. What is a breathing hole?
5. Why did Alatook act like a seal?
6. Why didn't Alatook shoot the seal right away? Why did he wait?
7. What did his sister say when she saw Alatook?
8. What does a seal provide besides food?
9. What would Alatook do tomorrow?

GRAMMAR

Verb constructions: The past perfect: see → seen → had seen

Situation: Ken and Kathy live near the zoo. Yesterday they took their cousin Mike there. Mike saw many animals he had never seen before.



seal

deer

camel

snake

lion

Model: Mike saw a seal.

Mike ~~had~~ never seen a seal before. He'd never seen one.

Had Mike ever seen a seal before? No, he hadn't.

Had Kathy ever seen a seal before? Yes, she had.

4.1 Practice statements with *had seen* and the contraction *she'd*.

	Kathy had seen a seal	
1. seal	before.	She'd seen one before.
2. deer	_____.	_____.
3. camel	_____.	_____.
4. snake	_____.	_____.
5. lion	_____.	_____.

4.2 Practice statements with *had seen* and the contraction *he'd*.

	Mike had never seen a seal	
1. seal	before.	He'd never seen one.
2. deer	_____.	_____.
3. camel	_____.	_____.
4. snake	_____.	_____.
5. lion	_____.	_____.

4.3 Change the following statements into questions. Remember that *never* in statements becomes *ever* in questions.

1. Mike had never seen a snake before.
2. He had never seen a seal before.
3. Ken's cousin had never seen a camel before.
4. Kathy's cousin had never seen a deer before.
5. Mike had never seen a lion before.

4.4 Give the correct short answers (*Yes, he/she/they had* or *No, he/she/they hadn't*) based on the situation described before 4.1

1. Had Ken ever been to the zoo before?
2. Had Mike ever seen a deer before?
3. Had Kathy ever seen a snake before?
4. Had Mike ever been to the zoo before?
5. Had Ken and Kathy ever been to the zoo before?

Model: Hadn't Mike seen a seal before?

4.5 Write the negative question.

1. Ken and Kathy/be to the zoo
_____?
2. Mike/see a snake
_____?
3. Kathy/see a deer
_____?
4. Mike/ever be to the zoo
_____?
5. Mike's cousins/ever go to a zoo
_____?

Model: Ken had seen a seal before, hadn't he? Yes, he had.

Ken hadn't seen a seal before, had he? Yes, he had.

4.6 Write the tag question and correct short answer.

1. Ken had seen a camel before, _____?
2. Mike had never been to the zoo before, _____?
3. Kathy had seen a seal before, _____?
4. Ken and Kathy had been to the zoo
before, _____?
5. Mike's cousins hadn't been there
before, _____?
6. Mike had never watched a snake before, _____?
7. All of them had gone to the zoo before, _____?

Reported speech

Model: Statement: I am a good hunter.

Report: He said that he was a good hunter.

Statement: I've just seen a seal.

Report: He said that he'd just seen a seal.

Statement: I cleaned my gun carefully.

Report: He said that he'd cleaned his gun carefully.

4.7 Pretend Alatook is speaking and put these sentences into reported speech.

1. It's an important day. He said that _____.
2. I'm going to hunt seals. He said that _____.
3. I'm putting on my jacket. He said that _____.
4. I've just killed a seal. He said that _____.
5. I never hunted alone before. He said that _____.

Model: Question: Are you a good hunter?

Report: He asked me if I was a good hunter.

Report: He wanted to know if I was a good hunter.

Question: Have you ever seen a seal?

Report: He asked me if I'd ever seen a seal.

Report: He wanted to know if I'd ever seen a seal.

Question: Was it a good day?

Report: He asked me if it had been a good day.

Report: He wanted to know if it had been a good day.

4.8 Put the following questions into reported speech.

1. Are you listening to me?
He asked me if _____. He wanted to know if _____.
2. Do you have a fishing pole?
He asked me if _____. He wanted to know if _____.
3. Have you had your lunch yet?
He asked me if _____. He wanted to know if _____.
4. Have you ever gone fishing?
He asked me if _____. He wanted to know if _____.
5. Was it a good day for you?
He asked me if _____. He wanted to know if _____.
6. Did you go hunting?
He asked me if _____. He wanted to know if _____.
7. Did you go to bed late?
He asked me if _____. He wanted to know if _____.

Irregular past forms

Model: cut (base) cut (past) cut (past participle)

Notice that *cut* does not change form. Here are some other verbs like *cut*: *cost, hurt, put, hit, shut*. They all end in *t*.

4.9 Change these sentences into reported speech. Assume the verb forms are past.

1. I cut up the seal. He said _____.
2. They hurt themselves. They said _____.
3. We put the knife away. They told me _____.
4. She hit her little sister. She said _____.
5. I shut the door hard. He told me _____.
6. It cost ten dollars. She told me _____.

COMPOSITION

The camel is important to the nomads. The seal is important to the Eskimos. (Alatook is an Eskimo.) Write a paragraph about the seal. Answer questions like these: Can the seal live under water? Can the seal see well? What does the seal use a breathing hole for? What do the Eskimos use the seal for besides meat?



“A pine tree stands so lonely
In the North where the high winds blow,
He sleeps; and the whitest blanket
Wraps him in ice and snow.”

—H. Heine

Lesson Five: ON A FARM

On the farm, rain and warm sunshine mean good crops and food for the family.

It was late afternoon. Farmer Lum was walking home from his fields. His feet sank deep in the thick dust. A dry, hot wind

blew across the brown fields. The leaves on the bamboo had curled with the heat and dry air. The rainy season was late this year. Everything needed rain. Even the water in the village well was getting low.

Every morning Farmer Lum stepped from his house and looked at the sky. But there were no clouds. And every night before he went to bed, he looked at the sky again. Even a small cloud might bring rain by morning. But no rain fell.

Then early one morning Farmer Lum was awakened by a steady tap, tap, tapping on the thatched roof. Soon the tapping changed to the steady beat of rain. Farmer Lum arose quickly, went to the door, and stepped outside. He held out his hands to catch the cool drops of rain. He breathed deeply. How good the rain smelled!

After a few days of rain, the ground was soft enough to be plowed. Every morning Farmer Lum got up early to drive his ox to the field. Soon the seed bed in the corner of the field was ready for planting. He took the rice seeds from the bag carefully because he did not want to lose a single one. Then he planted them in the soft, wet soil.

While Farmer Lum planted the rice seeds, his wife planted vegetable seeds in the garden by the house. Between long rows of beans and peas she planted rows of radishes or lettuce. Every inch of soil had to be used. In a corner she planted cucumbers. Later she would train the vines to grow up on sticks. This would leave space on the ground for other plants to grow. Then she planted pumpkin seeds in the thatch of the roof.

Soon pale green shoots pushed up out of the mud and water of the rice bed. The rain and the warm sunshine made the plants grow quickly. Before long they were big enough to be planted in the field.

Farmer Lum and his wife worked together. They pulled the young seedlings from the wet soil and tied them in bundles. This was slow, careful work. After they had pulled all the seedlings from the seed bed, they walked to the field and dropped the bundles along the rows. Then they began to plant. They reached down

into the water, made a small hole in the soft soil, put in two or three seedlings, then pressed the soil around them. A few steps farther on they planted more seedlings.

Hour after hour they moved up and down the rows. The water in the field reached above their ankles. They could feel the soft mud between their toes. The warm sun beat down on them. Their backs began to ache, and the skin of their hands dried up from the water and mud. But by evening long rows of pale green seedlings reached across the field.



They reached down into the water

After several months the rains ended and the rice was ready for harvesting. Again Farmer Lum and his wife went to the field. This time they cut the long yellow stalks, then put them in the sun to dry. Later they spread them on the threshing floor. First Farmer Lum drove the ox back and forth over the stalks to loosen the grain from them. Then he and his wife tossed the stalks high in the air, and the grains of rice fell onto the threshing floor. Before they finished, every grain of rice had been gathered.

At the end of the day, Farmer Lum and his wife walked back to the house. They could see the big yellow pumpkins on the roof. There were fat green cucumbers on the vines. Long green beans and pods of peas hung thick on the plants. Soon they must be gathered, too.

When evening came, Farmer Lum sat in front of his house. A new moon shone through the bamboo tree. The rice crop was good. Farmer Lum was happier than he had ever been before. If he had another good crop next year, he might buy another piece of land. More land. More food. Farmer Lum smiled at the thought.

Understanding ideas

1. Find two sentences that are not true:
 - a. Farmer Lum looked at the sky every morning.
 - b. He needed rain to plant his rice seeds.
 - c. Farmer Lum's wife planted flowers.
 - d. She did not help him thresh the ripe rice.
2. Which of these things did Farmer Lum do? Which ones did his wife do? Which did they do together?
 - a. planted rice seeds
 - b. planted beans and peas
 - c. planted radishes
 - d. planted cucumbers
 - e. pulled young seedlings from the wet soil
 - f. tied the seedlings in bundles
 - g. planted the seedlings in wet soil
 - h. drove the ox over the ripe rice stalks
 - i. tossed the stalks high in the air
 - j. sat in front of the house

Understanding words

Find words in the lesson that mean: (a) loosening the ground, (b) the top of the house, (c) very young plants, (d) wet ground.

Let's talk and write about Farmer Lum

1. What are the signs of dryness that Farmer Lum noticed? Mention the dust, the wind, the bamboo leaves, the village well.
2. Why did Farmer Lum keep looking at the sky?
3. What did the tapping on the thatched roof tell Farmer Lum?
4. What animal did Farmer Lum plow with?
5. What did Farmer Lum plant?
6. What did Farmer Lum's wife do while he was plowing the field?
7. What kinds of vegetables did Farmer Lum's wife plant?
8. How did Farmer Lum and his wife get the rice grains from the stalks?
9. What would Farmer Lum do if he had a good crop next year?

GRAMMAR

Verb constructions. The past perfect

Model: Farmer Lum felt happy. He'd never felt so happy.
He felt happier than he'd ever felt before.

5.1 Make three sentences like those in the model.

good → better

1. Mike/feel/good
2. Ken/look/good
3. Kathy/feel/good
4. the food/smell/good
5. the rice crop/be/good

bad → worse

1. Mike/look/bad
2. Kathy/feel/bad
3. Ken/look/bad
4. his music/sound/bad
5. the rice crop/be/bad

happy → happier

1. Kathy/feel/happy
2. Ken/look/hungry
3. Mike/look/busy
4. the fields/look/dry
5. the wind/be/strong

beautiful → more beautiful

1. Kathy/look/beautiful
2. Mike/feel/important
3. Ken/feel/useful
4. a good crop/be/important
5. the moon/be/beautiful

Model: He was feeling better than he'd ever felt before.

5.2 Repeat, replacing *he* with *she, I, you, they, we, Mike, Ken, etc.*
Repeat, replacing *feeling/felt* with *looking/looked*.

5.3 Memorize the following conversation and practice it with your classmates:

S1: Have you seen (*Mike*) lately?

S2: Yes, I have. I saw (*him*) yesterday.

S1: How did (*he*) (*look*)?

S2: (*He*) (*looked*) better than (*he'd*) ever (*looked*) before.

Repeat, replacing *Mike* with other names.

Repeat, replacing *look* with *feel*.

Irregular past forms

Model: **build (base) built (past) built (past participle)**

Notice that *built* is both the past tense and the past participle. The

/d/ of the base changes to /t/; but the vowel of the base does not change. Here are some other verbs like *build*: *bend*, *lend*, *send*, *spend*.

5.4 Supply the past tense. Then change the sentences into reported speech with the past perfect.

- | | |
|---|--------------------------------|
| 1. I (<i>build</i>) a mud wall. | He said he'd built a mud wall. |
| 2. I (<i>send</i>) a letter to Kathy. | Did she say _____? |
| 3. We (<i>spend</i>) all our money. | They told me _____. |
| 4. I (<i>lend</i>) them five dollars. | He told me _____. |
| 5. He (<i>bend</i>) the plow. | Did he say _____? |

Clauses

Clauses with *before*

Model: They gathered every grain of rice. Then they left.

They had gathered every grain of rice before they left.

5.5 Combine the two sentences into one sentence with a *before* clause.

1. The well began to dry up. Then the rain came.
_____.
2. They picked the beans. Then they gathered the rice.
_____.
3. They started the rice in seed beds. Then they planted it in the field.
_____.
4. Farmer Lum plowed the field. Then he began to plant the rice.
_____.
5. Farmer Lum went to the field. Then his wife came.
_____.
6. They dried the yellow stalks in the sun. Then they spread them on the floor.
_____.
7. Farmer Lum loosened the grain from the stalks. Then he tossed them in the air.
_____.

Clauses with *that*

Model: Farmer Lum is glad that the rice has grown so well.
Farmer Lum was glad that the rice had grown so well.

5.6 Follow the model above and add a second sentence.

- 1. Farmer Lum is glad that the rain has started.
_____.
- 2. Farmer Lum is glad that the rice crop has been so good.
_____.
- 3. Farmer Lum is glad that he has finished the threshing.
_____.
- 4. Farmer Lum is glad that the ground has been plowed.
_____.
- 5. Farmer Lum is glad that the rice has been gathered.
_____.
- 6. Farmer Lum is glad that the ox has been fed.
_____.
- 7. Farmer Lum is glad that the vegetables have been picked.
_____.

Clauses with *while*

Model: While Farmer Lum planted his rice seeds, his wife planted the vegetable seeds in the garden by the house.
While Farmer Lum was planting the rice seeds, his wife was planting the vegetable seeds in the garden by the house.

5.7 Make sentences like those in the model. All of the *while* clauses may be used with all of the main clauses.

While clause

Main clause

Farmer Lum/plow/the field
Farmer Lum/pick/ the beans
Farmer Lum/gather/the rice
Farmer Lum/feed/the ox

his wife/plant/vegetables
his wife/pull/ the weeds
his wife/get/dinner
his wife/wash/ the clothes

Review of irregular past forms

Verbs like *build* → *built* → *built*:

build

send

bend

spend

lend

Verbs like *cut* → *cut* → *cut*:

cut

hurt

cost

put

hit

shut

Other verbs used in the grammar drills:

drive

forget

hear

see

eat

give

make

sing

feed

go

read

tell

feel

have

say

write

- 5.8 Say and write the irregular past forms of the verbs above. Then use each of them in a sentence in the progressive (*am/is/are/was/were* + present participle), in the past, and in the perfect (*has/have/had* + past participle).

COMPOSITION

Write a short paragraph in which you explain why the camel is important to the nomad, the seal is important to the Eskimo, and the ox is important to the rice farmer.

“I have gathered my rice, and
I have fixed my roof—
Blow now winds and
Let the cold rain fall.”

—Chinese Proverb

UNIT II: EATING TO LIVE

Lesson Six: THE SEARCH FOR FOOD

Man is always searching for new food and new ways of getting food.

Long ago men spent most of their time looking for food. They ate anything they could find.

Some lived mostly on plants. They ate the fruit, stems, and leaves of some plants and the roots of others. When food was scarce, they ate the bark of trees. If they were lucky, they would find a bird's nest with eggs. People who lived near the water ate fish or anything that washed ashore, even rotten whales. Some people also ate insects and small animals like lizards that were easy to kill.

Later, men learned to make weapons. With weapons, they could kill larger animals for meat. These early people had big appetites. If they killed an animal, they would drink the blood, eat the meat, and chew the bones. When they finished the meal, there was nothing left.

At first men wandered from place to place to find their food. But when they began to grow plants, they stayed in one place and ate what they could grow. They tamed animals, trained them to work, and killed them for meat. Life was a little better then, but there was still not much variety in their meals. Day after day people ate the same foods.

Gradually men began to travel greater distances. The explorers who sailed unknown seas found new lands. And in these lands they found new foods and spices and took them back home.

The Portuguese who sailed around the stormy Cape of Good Hope to reach China took back "Chinese apples," the fruit we call oranges today. Later, Portuguese colonists carried orange seeds to Brazil. From Brazil oranges were brought to California, the first place to grow oranges in the United States. Peaches and melons also came from China. So did a new drink, tea.

In America the explorers found new foods, too. Here the Spanish explorers tasted hot chocolate for the first time. They had no name for this new drink, so they borrowed the Mexican word *chocolate*. They found both white and sweet potatoes. They also found corn (sometimes called maize), peanuts, and tomatoes. Columbus himself found pineapple in the West-Indies and brought it back with him

to Europe. There it had to be grown in hothouses because the climate is so cold.

When a Spaniard came to America to live, he often brought with him seeds and plants from his old home. Sugar cane from Spain grew well in the warm, damp climate of the Caribbean islands. Soon grape vines were spreading into fine vineyards, and bananas were being planted. In a history of Peru there is a story about a Spaniard who brought asparagus roots from his garden in Spain. When he planted them, only eight spears of asparagus grew. But the asparagus was such a special treat that the Spaniard invited seven of his homesick friends to share his harvest—each friend had one spear!



Today many people eat foods that come from places they've never seen

And so different foods spread from one part of the world to another. A few people in the world still eat the same foods their ancestors ate hundreds of years ago. They continue to eat what they grow and what they find near where they live. But today, with improved transportation, many people eat foods that come from places they've never seen, grown by people they've never met.

As populations increase, men are looking for ways to make the land produce more food. And they are always looking for sources of new foods both on the land and in the sea. Seaweed is a very nourishing food. Someday there may be seaweed farms on the ocean floor.

Understanding ideas

1. Find two sentences that are not true:
 - a. When men learned to make weapons, they could kill larger animals for meat.
 - b. When men began to travel great distances, they found new foods.
 - c. Explorers did not find any new foods in America.
 - d. As populations increase, men give up looking for new foods.
2. Match the names of foods and drinks with the places they came from:

<ol style="list-style-type: none">a. orangesb. chocolatec. asparagusd. melonse. cornf. potatoesg. sugar caneh. tea	<ol style="list-style-type: none">a. the Americasb. Spainc. China
---	---

Understanding words

Find words in the lesson that mean: (a) not enough, (b) people who go to new lands, (c) where grapes are grown, (d) slightly wet, (e) grow larger, (f) all the people living in a country.

Let's talk and write about the search for food

1. What kinds of food did men eat before they had weapons?
2. What difference did weapons make in the kinds of food men ate?
3. At first men wandered from place to place to find their food. Then some of them began to stay in one place. Why?
4. Where did oranges come from? Where are oranges grown?
5. What new foods did the Spanish explorers find in America?
6. What seeds and plants did the Spanish bring with them to America?
7. What is one possible new source of food?

GRAMMAR

If clauses for unlikely or unreal conditions

Situation: Sometimes Kathy tries to cook dinner, but she's not a very good cook yet.

Model: She doesn't use spices, and her food tastes too flat.
If she used spices, her food wouldn't taste so flat.

6.1 Make statements with *if* clauses like those in the model.

1. She doesn't watch her food, and she burns it.
2. She doesn't boil her eggs long enough, and they're too soft.
3. She doesn't put enough coffee in the pot, and it tastes too weak.
4. She doesn't think about her food, and she forgets to stir it.
5. She doesn't make good desserts, and Ken complains about them.

Situation: Kathy cooked dinner last night.

Model: She didn't use spices, and her food tasted too flat.
If she had used spices, her food wouldn't have tasted so flat.

6.2 Make statements with *if* clauses like those in the model.

1. She didn't watch her food, and she burned it.
2. She didn't boil her eggs long enough, and they were too soft.
3. She didn't put enough coffee in the pot, and it tasted too weak.
4. She didn't think about her food, and she forgot to stir it.
5. She didn't make a good dessert, and Ken complained about it.

Situation: Kathy's mother is a good cook.

Model: She uses spices, and her food tastes very good.
If she didn't use spices, her food wouldn't taste so good.

6.3 Make statements with *if* clauses like those in the model.

1. She prepares her meat carefully, and it's very tender.
2. She uses garden vegetables in her salads, and they taste fresh.
3. She fries potatoes just right, and they look golden.
4. She makes good desserts, and her husband asks for them often.
5. She enjoys cooking, and she's good at it.

Situation: Kathy's mother cooked dinner last night.

Model: She used spices, and her food tasted good.

If she hadn't used spices, her food wouldn't have tasted so good.

6.4 Make statements with *if* clauses like those in the model.

1. She prepared the meat carefully, and it was very tender.
2. She used garden vegetables in her salad, and it tasted fresh.
3. She fried the potatoes just right, and they looked golden.
4. She used fresh lettuce, and the salad was crisp.
5. She used tomatoes from the garden, and they tasted fresh.



go swimming



go boating



go riding



go hiking



go fishing

Model: S1: If I have the time, I'll go swimming.

S2: If I had the time, I'd go swimming, too.

6.5 Pretend the student next to you is going on a vacation, but you're not. He will make statements like the first sentence in the model, and you will make statements like the second sentence.

- | | |
|----------------------------------|----------------------------------|
| 1. have enough money 'go boating | 6. stay near a lake go boating |
| 2. find a bicycle 'go riding | 7. buy a bicycle go riding |
| 3. buy a pole /go fishing | 8. see a high mountain go hiking |
| 4. have the time go hiking | 9. see a river go fishing |
| 5. stay near a lake/go swimming | 10. get a boat go boating |

Model: S1: If I can get a bicycle, I'll go riding every day.

S2: If I could get a bicycle, I'd go riding every day.

6.6 Use the following guide words to make conversations like that in the model.

- | | |
|--------------------------|-----------------------------------|
| 1. get a pole/go fishing | 4. get some heavy shoes go hiking |
| 2. get a horse go riding | 5. get a car go riding |
| 3. get a boat/go boating | 6. get some money go boating |

Model: I don't have enough money, so I can't go on a vacation.

If I had enough money, I could go on a vacation.

I have enough money, so I can go on a vacation.

If I didn't have enough money, I couldn't go on a vacation.

6.7 Follow the model above. *Don't have* becomes *had* in the *if* clause. *Have* becomes *didn't have*.

1. I don't have a pole, so I can't go fishing.

If I had _____.

2. I don't have a bicycle, so I can't go riding.

If _____.

3. I don't have heavy shoes, so I can't go hiking.

If _____.

4. I have a pole, so I can go fishing.

If I didn't have _____.

5. I have a bicycle, so I can go riding.

If _____.

6. I have heavy shoes, so I can go hiking.

If _____.

Model: I didn't have enough money, so I couldn't go on a vacation.

If I had had enough money, I could have gone on a vacation.

I had enough money, so I could go on a vacation.

If I hadn't had enough money, I couldn't have gone on a vacation.

6.8 Follow the model above. *Didn't have* becomes *had had* in the *if* clause. *Had* becomes *hadn't had*.

1. I didn't have a pole, so I couldn't go fishing.

If I had had _____.

2. I didn't have a bicycle, so I couldn't go riding.

If _____.

3. I didn't have heavy shoes, so I couldn't go hiking.

If _____.

4. I had a pole, so I could go fishing.

If I hadn't had _____.

5. I had a bicycle, so I could go riding.

If _____.

6. I had heavy shoes, so I could go hiking.

If _____.

If clauses for the past

Model: If food is scarce, they eat the bark of trees.

If food was scarce, they ate the bark of trees.

If food was scarce, they would eat the bark of trees.

If food had been scarce, they would have eaten the bark of trees.

6.9 Write three more sentences like those in the model.

1. If they are lucky, they find a bird's nest with eggs.
2. If they find fish, they eat it raw.
3. If they tame animals, they make the animals work for them.
4. If they have spices, they use them.
5. If we grow grapes, we make wine.

Irregular past forms

Notice that *meet* has the same past tense and past participle form. The vowel of the base changes in the past tense and past participle.

Model: meet (base) met (past) met (past participle)

Other verbs like *meet*: *feed*, *bleed*, *lead*, *read*. Note that the past participle of *read* /iy/ is *read* /ε/. That is, the pronunciation changes but the spelling doesn't.

6.10 Fill in the verb forms:

1. When I saw Ken, he was (*feed*) the dog.
2. Ken had (*feed*) the dog before I saw him.
3. Kathy says that she has (*read*) the book.
4. Kathy said that she had (*read*) the book.
5. Mike (*meet*) the president last summer.
6. Mike had (*meet*) the president before.
7. His cut finger was (*bleed*).
8. It had (*bleed*) all day.
9. The president himself is going to (*lead*) the people there.
10. The president himself had (*lead*) the people there.

6.11 Answer the questions with complete sentences including *if* clauses.

1. You didn't know the boy was hungry. You didn't feed him.
What would you have done if you had known the boy was hungry?
If I had known the boy was hungry, I would have fed him.
2. You didn't have time. You didn't read the book.
What would you have done if you had had time?
If I _____
3. They stopped the blood. Tom didn't bleed heavily.
What would have happened if they hadn't stopped the blood?
If they _____
4. The president was honest. He led the people well.
What would have happened if the president hadn't been honest?
If the president _____
5. He didn't meet the president. He was disappointed.
What would have happened if he had met the president?
If he _____

COMPOSITION

1. Write a paragraph about the foods ~~you~~ ^{eat} every day. Do some of these foods come from other parts of the world? Did they come originally from other parts of the world?
2. You aren't going to have a vacation next week. What would you do if you were? Write five sentences like this: *If I were going to have a vacation next week, I would go swimming.*
3. You didn't have a vacation last year. What would you have done if you had? Write five sentences like this: *If I had had a vacation last year, I would have gone to the ocean.*

"The food industry is perhaps the largest and most important in the world. It provides jobs for millions of persons." —*World Book Encyclopedia*, vol. 6, p. 295

Lesson Seven: GREAT FOOD REGIONS OF THE WORLD

Study the map below and find the great food regions.

Three grains—rice, wheat, and corn—are the world's most important food plants.

Rice yields more food from each acre than any other grain. In part of Asia, there is a warm, damp climate where rice can grow the year around. Asia grows more rice than any other part of the world. Everything depends on the rice harvest. When an Asian has no job, he often says that his rice bowl is broken.



The great food regions

Wheat is another important grain. It grows in many parts of the world and covers more land than any other grain. But the big wheat-growing regions are in the United States, Canada, Russia, and Argentina. Fields of ripe wheat look like gold in the warm summer sunshine. Flour ground from this wheat is used to make bread.

Corn is an important grain that comes from the Americas. Corn is sometimes called maize. In many Indian villages of South America, corn is the main food. In these villages, corn planting and harvesting are times of prayer and festival. In the high mountains of Guatemala, Indians carry their seed corn to the church to be blessed before they plant it. And when the corn is ripe and ready to be gathered, there is a festival. The festival is a time for fun. It is a time for singing and dancing. But it is also a time to give thanks for a good harvest. Unless the corn crop has been a good one, many of the people will be hungry in the winter.

More corn grows in the United States than in any other country. And most of it grows on farms of the Middle West. So much corn grows there that people of the Middle West are often called "corn-fed." The Middle Westerners eat corn, but the animals of the region eat more corn than the people. Hogs and cattle are fattened on corn and then are sold for meat.

The world's population depends on rice, wheat, and corn. But other plants give variety to our meals. Sugar cane and sugar beets give us sugar. Nuts grow in many parts of the world, both in tropical climates and in cool climates. Fruits like bananas and pineapples grow only in tropical climates, but many fruits grow in temperate climates, too. Apples grow best in a cool climate. Grapes grow best along the Mediterranean shores, in parts of Argentina, California, and in other places with a mild climate.

Many of the world's great food-producing regions give us fish. Catching fish is one of the oldest ways of getting food. Today many people make their living by fishing or by preparing fish for market. Most of the best fishing grounds are in northern waters. Salmon and cod are caught along North American shores. Norwegians fish for herring and the little silver fish called sardines. And each year Dutch fishermen sail out in June to fish for herring. Japanese fishermen sail in many waters. Modern fishing fleets make big catches in the more important fishing grounds. And all over the world, people in tiny villages still get their fish in nets close to the shore.

Most of our meat comes from two great grain-producing countries, the United States and Argentina. In these two countries great herds of hogs and cattle are fattened for market. The cool, damp climate of the Netherlands grows fine grass for dairy cattle. The Netherlands is famous for butter and cheese and other dairy products. Usually countries do not grow animals for meat unless they produce enough grain to feed them. But a few countries, like Denmark, buy grain to feed their hogs and cattle.

With the rapid increase in the world's population, the great food regions will have to produce more every year.

Understanding ideas

1. Find two sentences that are not true:
 - a. Rice yields rich harvests.
 - b. Corn is the main food in Asia.
 - c. Rice, wheat, and corn are the most important food plants.
 - d. Catching fish is one of the newest ways of getting food.
2. Match the names of foods with the regions where they are important:

<ol style="list-style-type: none">a. cornb. wheatc. riced. herringe. cattlef. butter and cheese	<ol style="list-style-type: none">a. southeast Asiab. Argentinac. Denmarkd. Middle Weste. Norwayf. United Statesg. Guatemalah. Russiai. Netherlands
--	---

Understanding words

Find words in the lesson that mean: (a) a time for fun, (b) butter and cheese, (c) something made from ground wheat, (d) warm, moist climate, (e) a group of ships, (f) a time of special celebration.

Let's talk and write about the great food regions

1. What three grains are the world's most important food plants?
2. What region grows more rice than any other?
3. Where are the big wheat-growing regions?
4. Where is corn the main food?
5. Why do some of the Indians in South America take their corn to church?
6. When do the Indians have festivals?
7. What do the Indians do at the festivals?
8. What two fruits grow only in tropical climates?
9. Where are some of the important fishing grounds?
10. What are some of the important meat-producing countries?

GRAMMAR

If clauses for imaginary conditions

Model: We don't grow grain, and we don't raise cattle.
If we grew grain, we could raise cattle.

7.1 Follow the model above. Make *if* clauses in the past and main clauses with *could* (*couldn't*) + base verb.

1. The climate isn't cool, and we don't grow apples.

If the climate was (were) _____

2. We don't live near the ocean, and we don't make our living by fishing.

If _____

3. We don't have enough rain, and we can't grow rice.

If _____

4. We don't grow grapes, and we can't make wine.

If _____

5. The climate is mild, and we can grow grapes.

If the climate wasn't (weren't) _____

6. The corn is ripe, and we can have a festival.

If _____

Model: We didn't grow grain, and we didn't raise cattle.

If we had grown grain, we could have raised cattle.

7.2 Follow the model above. Make *if* clauses in the past perfect and statements with *could have* (*couldn't have*) + past participle.

1. The climate wasn't cool, and we didn't grow apples.

If the climate had been _____

2. We didn't live near the ocean, and we didn't make our living by fishing.

If _____

3. We didn't have enough rain, and we couldn't grow rice.

If _____

4. We didn't grow grapes, and we couldn't make wine.

If _____

5. The climate was mild, and we could grow grapes.

If the climate hadn't been _____

6. The corn was ripe, and we could have a festival.

If _____

Clauses with unless

Model: Rice will grow if there is enough rain.

Rice won't grow if there isn't enough rain.

Rice won't grow unless there is enough rain.

7.3 Make two sentences, one with an *if* clause and one with an *unless* clause. Follow the model above.

1. Apples will grow if the climate is cool.
2. We'll have a picnic if the sun shines.
3. We'll go fishing if we find a pole.
4. We'll go swimming if the water is warm.
5. We'll go hiking if we have heavy shoes.

7.4 Fill in the blanks with *if* or *unless*. Base your answers on the information given in the reading.

1. Rice won't grow _____ the climate is warm and damp.
2. The Indians won't have food _____ the corn doesn't grow.
3. _____ the sun shines, the wheat won't get ripe.
4. The men can't catch fish _____ they don't use nets.
5. _____ they grind the wheat, they can make flour for bread.

7.5 Give the right form of the verb.

1. The rice wouldn't have grown if it (*not rain*).
2. Apples wouldn't grow in Canada if the climate (*not be*) cool.
3. The men wouldn't have caught those fish unless they (*have*) good nets.
4. If Denmark (*not buy*) grain, it wouldn't be able to raise animals for meat.
5. Denmark couldn't have raised animals for meat unless it (*buy*) enough grain.
6. If the climate had been temperate, bananas (*not grow*) there.
7. Grapes won't grow well unless the climate (*be*) mild.
8. Hawaii wouldn't grow so many pineapples if the climate (*not be*) tropical.
9. If their boats (*not be*) good, they would have had to fish close to shore.

Model: If it hadn't rained a lot, the rice crop wouldn't have grown.
The rice crop wouldn't have grown unless it had rained a lot.

7.6 Change the sentence with *if* into a sentence with *unless*.

1. If there hadn't been lots of sunshine, the wheat wouldn't have grown so fast.

2. If they hadn't eaten lots of corn, the cattle wouldn't have looked so fat.

3. If the weather hadn't been hot, the bananas wouldn't have spoiled.

4. If the weather hadn't been sunny, the bananas wouldn't have ripened.

5. If the corn crop hadn't been good, there wouldn't have been a festival.

Irregular past forms

Notice that *sleep* has the same past tense and past participle forms. The consonant *t* is added to the past tense and past participle, and the vowel changes.

Model: sleep (base) slept (past) slept (past participle)

Other verbs like *sleep*: *creep, deal, feel, keep, sweep, weep.*

7.7 Use *if* clauses with past perfect and main clauses with *would have* or *could have*.

1. I went to bed early. I didn't sleep in class.

What would have happened if you hadn't gone to bed early?

If I hadn't gone to bed early, I would have slept in class.

2. I didn't creep by the door quietly. He heard me.

What would have happened if you had crept by the door quietly?

If I

3. He didn't deal the cards right. I lost the game.
What would have happened if he had dealt the cards right?
If he _____.
4. She ate too many bananas. She felt sick.
What would have happened if she hadn't eaten too many bananas?
If she _____.
5. She didn't keep his picture. She forgot about him.
What would have happened if she had kept his picture?
If she _____.
6. They didn't sweep the floor. Their mother was angry.
What would have happened if they had swept the floor?
If they _____.
7. The movie was too sad. She wept.
What would have happened if the movie hadn't been so sad?
If the movie _____.
8. The movie was bad. He slept.
What would have happened if the movie hadn't been so bad?
If the movie _____.

COMPOSITION

Write a paragraph about one of the following subjects:

1. Is your country in one of the great food regions? What kind of climate does it have?
2. Tell about the most important grain in your country. Describe the kind of climate it needs to grow in. Won't it grow unless it has lots of rain? Sunshine?

"Grain is the seed of such plants as wheat, rice, rye, and oats. It is the largest single food item used throughout the world." —World Book Encyclopedia, vol. 6, p. 286

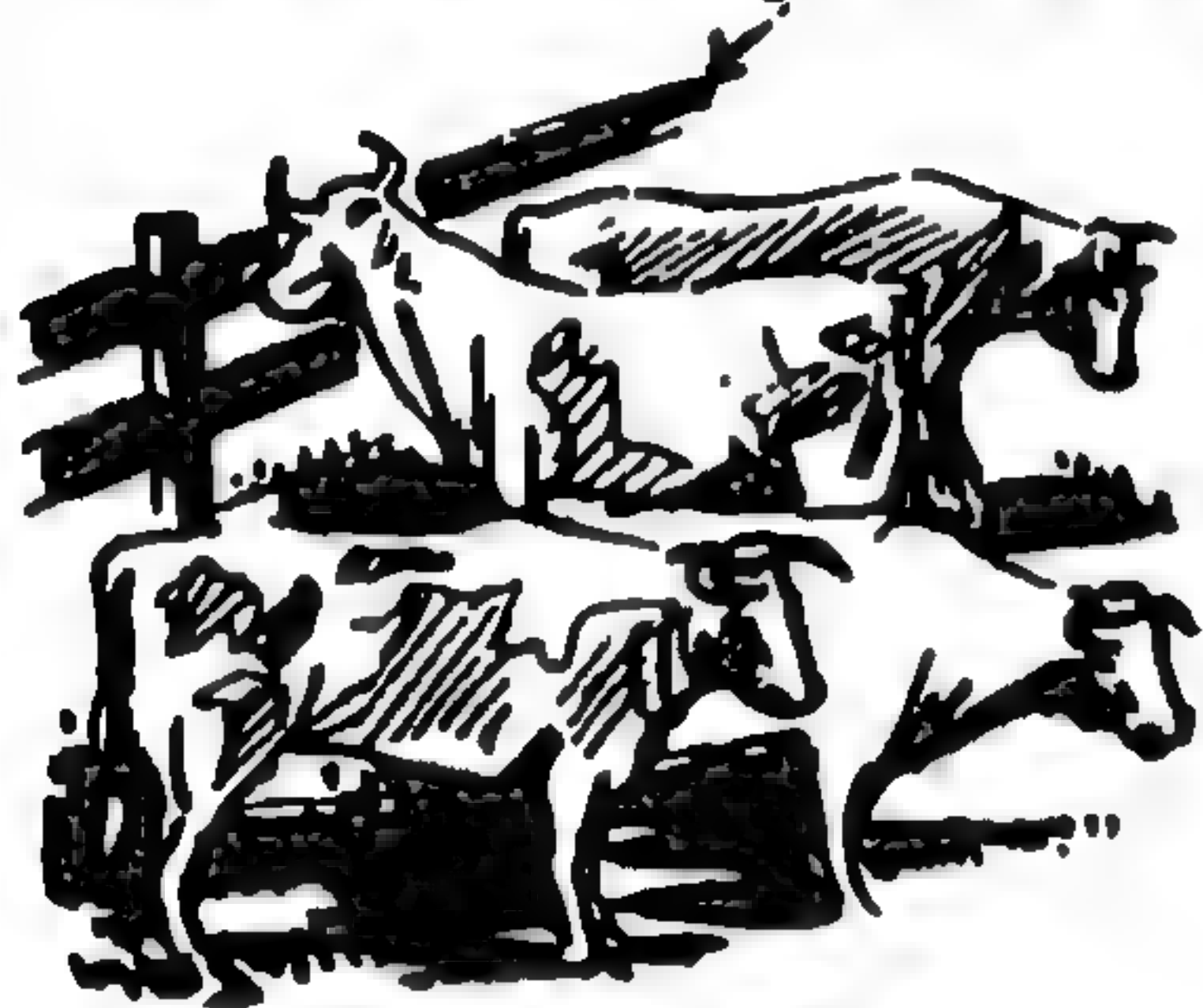
Lesson Eight: WHAT WE EAT AND DRINK

What are your favorite foods and drinks? Don't expect everyone else to like the same ones.

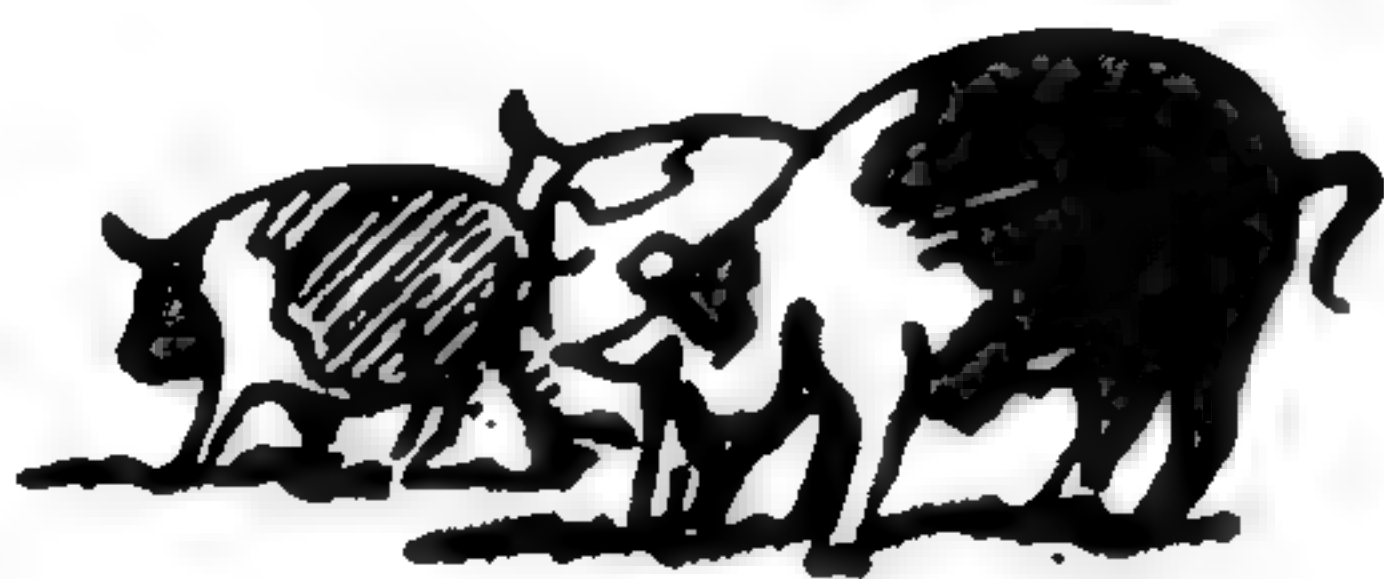
People in different countries have very different ideas about what is good to eat. Eskimos near the North Pole enjoy the uncooked fat

from whales. Nomads on the desert prefer the roasted meat from sheep and goats. Americans cook meat from many different animals—cattle, hogs, and sheep—and from many birds—chickens, ducks, and turkeys. They also eat fish and other foods from the sea. Some people in India do not eat meat or fish at all. They are called vegetarians.

People in different countries may eat the same food but prepare it very differently. For example, Chinese soup is thin and clear, but German soup is thick and heavy. Some like raw meat, while others like meat only if it is well-cooked. Many people like butter fresh



cattle



hogs



sheep

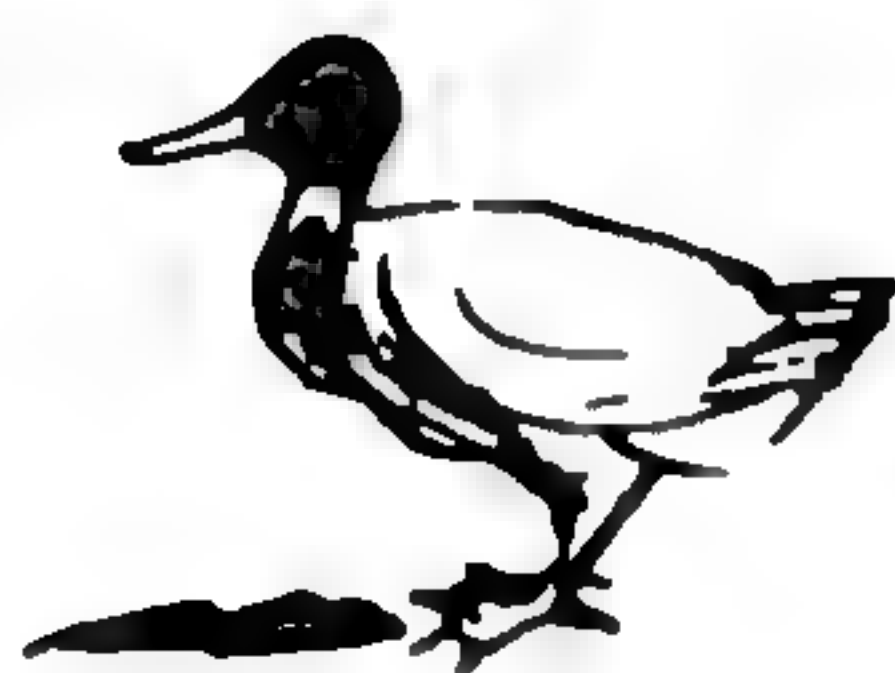
and firm, but some people in India like it melted into an oil before they eat it. Many people in the Orient like plain boiled rice, but some Americans want theirs made into a sweet pudding.

People living in different regions of the same country often prepare foods differently. The United States has its regional foods, too, like Boston baked beans or Southern fried chicken. ~~But~~ all Americans would probably agree on two foods. One is ice cream, which is America's favorite dessert. The other is the hamburger. A hamburger is a sandwich made with ground meat that is fried and put into a bun. Some people eat their hamburgers "plain." Others like theirs "with everything"—with onions, fresh tomatoes, lettuce, and sauces. You can order them any way you like. Ask for a hamburger with cheese, and it becomes a cheeseburger. The hamburger is the favorite quick lunch for most Americans.

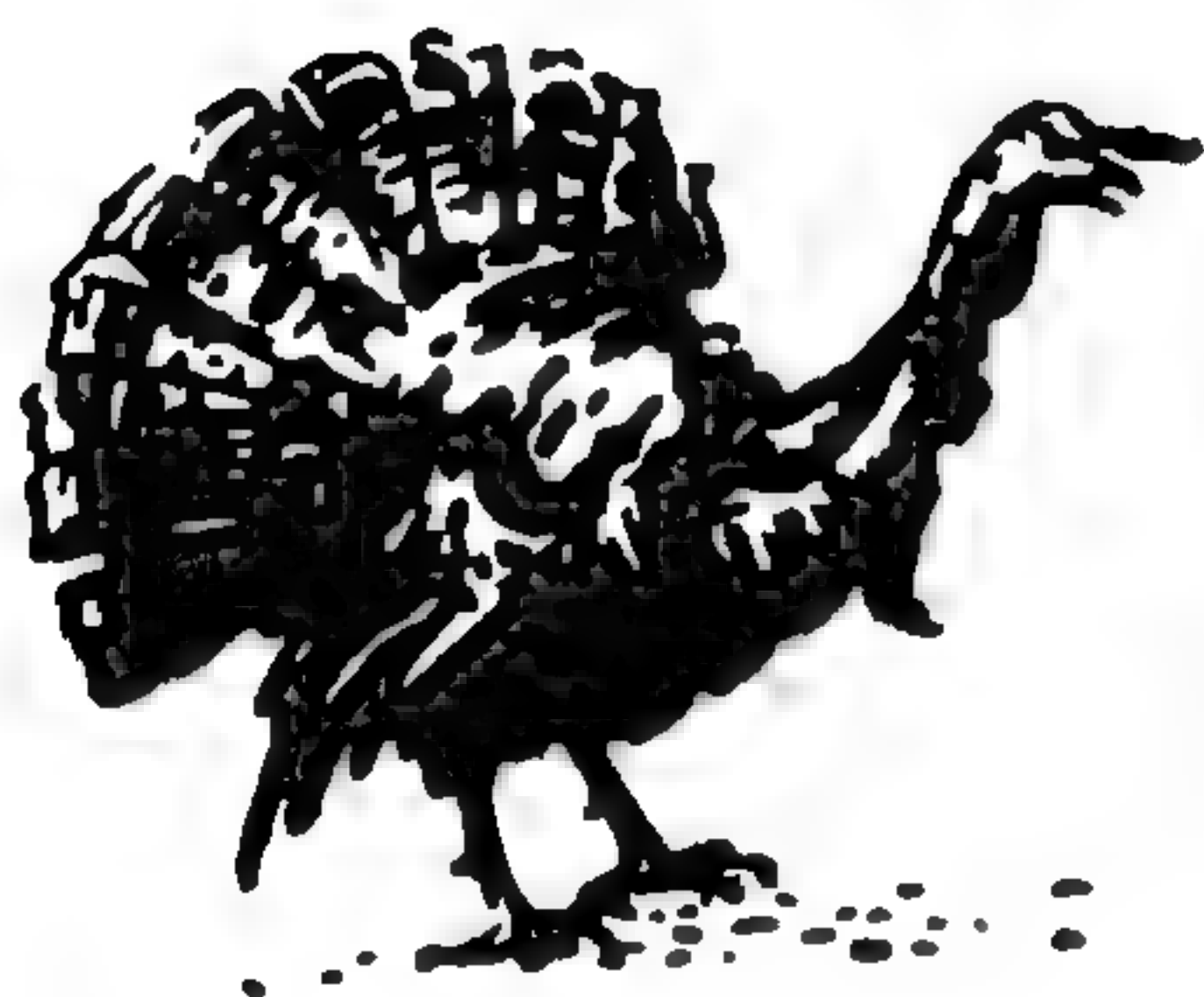
On holidays most of us eat special foods. Year after year, even if many other things change, the food is always the same. An impor-



a chicken



a duck



a turkey

tant holiday in the United States is Thanksgiving. People of the United States usually sit down to a Thanksgiving dinner with turkey and pumpkin pie. For All Saints' Day on November 1 mothers in Guatemala make a special salad of meats and vegetables. In the Netherlands mothers make spiced cookies for St. Nicholas' Eve early in December. A week or two before Christmas the women of Norway soak dried fish to make a favorite dish for Christmas in that country. Most countries are famous for their special foods, and tourists ask for them whether it's holiday time or not.

Coffee and tea are favorite hot drinks of people in all parts of the world. Coffee is very popular in northern Europe and in the Middle East. Some people put cream and sugar in their coffee. In the United States, where more coffee is used than in any other nation, many people drink their coffee "black," without cream or sugar. Nomads, who also use a lot of coffee, like to boil and cool it several times before they drink it.

In China, Japan, and other Oriental countries, where tea is the national drink, people almost never use sugar in their tea. But in England, where tea is also a national drink, many people use sugar. Most people everywhere want their tea and coffee very hot, but many Americans drink iced tea and sometimes iced coffee, especially in the summer. Nomads, who drink a lot of strong tea, sometimes prepare it in a special ceremony, serving it once without sugar, once with sugar, and once with sugar and mint.

As travel becomes faster and easier, we are learning more about the foods of others. If we like these foods, we often adopt them ourselves. Everybody enjoys tasting new foods and learning about how they are prepared.

Understanding ideas

1. Find two sentences that are not true:
 - a.* Coffee and tea are favorite drinks everywhere.
 - b.* Tea is the national drink of northern Europe.
 - c.* Hamburgers and ice cream are favorite foods in the United States.
 - d.* The food does not vary in different regions of the same country.
2. According to the lesson, what special foods are prepared in these countries on holidays?
 - a.* in the United States for Thanksgiving
 - b.* in Norway for Christmas
 - c.* in the Netherlands for St. Nicholas' Eve
 - d.* in Guatemala for All Saints' Day

Understanding words

Find words or phrases in the lesson that are opposites of these: (*a*) fresh and firm butter, (*b*) hot coffee and tea, (*c*) coffee with sugar and cream, (*d*) plain boiled rice, (*e*) plain hamburgers, (*f*) raw meat.

Let's talk and write about foods and drinks

1. Name some different kinds of meat that people eat.
2. What do you call people who don't eat meat or fish?
3. What are two ways to prepare meat? To serve butter?
4. What are two of the regional dishes in the United States?
5. Name some countries in which coffee and tea are popular drinks. Do you drink coffee and tea in your country? How do you drink them? Do you use sugar and cream?
6. What are some typical holiday foods in the United States, Guatemala, the Netherlands, and Norway?
7. What do people do if they find new foods they like?

GRAMMAR

Clauses with even if

Situation. Kathy is very polite. She always eats what she is served.

Model: If someone serves her chocolate ice cream, she'll eat it.

She eats chocolate ice cream even if she doesn't like it.

8.1 Make two statements like those in the model. Use *eat* or *drink* as appropriate.

1. chocolate milk

2. mint tea

3. black coffee

4. chocolate pie

5. sweet pudding

6. fresh tomatoes

7. cooked carrots

8. raw fish

9. green onions

10. fried potatoes

Model: If someone served her chocolate ice cream, she'd eat it.

She'd eat it even if she didn't like it.

8.2 Make two statements like those in the model. Use the items in 8.1.

Model: Kathy's friend didn't serve chocolate ice cream.

If she had served chocolate ice cream, Kathy would have eaten it.

Kathy would have eaten it even if she hadn't liked it.

8.3 Make three statements like those in the model. Use the items in 8.1.

Model: S1: I drank the chocolate milk. I liked it.

S2: Would you have drunk the chocolate milk even if you hadn't liked it?

S1: Yes, I would have. I would have drunk it even if I hadn't liked it.

or No, I wouldn't have. I wouldn't have drunk it if I hadn't liked it.

8.4 Make conversations like that in the model above. Use *drank* the black coffee, the iced tea, the warm milk. Use *ate* the raw fish, the carrots, the sweet pudding.

Clauses with whether or not

Situation: Mike intends to go fishing even if the weather is bad.

Model: It might rain.

He's going fishing whether it rains or not.

He's going even if it rains.

8.5 Make two statements with clauses like those in the model:

- | | |
|-------------------------|------------------------------|
| 1. It might snow. | 4. It might be cloudy. |
| 2. The wind might blow. | 5. The lake might freeze. |
| 3. It might be cold. | 6. His pole might be broken. |

Review of if, unless, even if, whether or not

Situation: Mike's mother gave him a hamburger for lunch. There was ice cream in the refrigerator for dessert. She told him:

Model: You have to finish your hamburger even if you don't want to.
You have to finish your hamburger whether you want to or not.

You don't have to eat the ice cream if you don't want to.

You don't have to eat the ice cream unless you want to.

8.6 Add four statements with clauses like those in the model.

1. You have to finish your carrots. You don't have to eat the pie.

You have to _____.

You have to _____.

You don't have to _____.

You don't have to _____.

2. You have to drink your milk. You don't have to drink the coffee.

You have to _____.

You have to _____.

You don't have to _____.

You don't have to _____.

3. You have to eat your potatoes. You don't have to eat the candy.

You have to _____.

You have to _____.

You don't have to _____.

You don't have to _____.

Model: He had to finish his hamburger even if he didn't want to.
He had to finish his hamburger whether he wanted to or not.
He didn't have to finish the ice cream if he didn't want to.
He didn't have to finish the ice cream unless he wanted to.

8.7 Add four statements with clauses like those in the model.

1. He had to finish his carrots. He didn't have to eat the pie.
He had to _____
He had to _____
He didn't have to _____
He didn't have to _____
2. He had to drink his milk. He didn't have to drink the coffee.
He had to _____
He had to _____
He didn't have to _____
He didn't have to _____
3. He had to eat his potatoes. He didn't have to eat the candy.
He had to _____
He had to _____
He didn't have to _____
He didn't have to _____

Irregular past forms

Notice that the following verbs have the same past tense and past participle forms. The consonant /t/ is added to the past tense and past participle, and the vowel changes.

Model: bring (base) brought (past) brought (past participle)

Other verbs like *bring*: *think, catch, teach, buy*.

Model: Will he buy the coat even if he doesn't need it?
Would he buy the coat even if he didn't need it?
Would he have bought the coat even if he hadn't needed it?

8.8 Make three questions like those in the model.

1. you bring your friend/we don't want you to
2. you think about Kathy/she doesn't write to you
3. I catch a cold/I wear a hat
4. she teach the new class/she's busy

8.9 Read the following questions and answers out loud with your teacher. Then your teacher will ask the questions and have you answer them from memory.

1. Why didn't you tell him to bring his own book?
Because he wouldn't have brought it anyway.
2. Why didn't you ask him to catch the ball?
Because he wouldn't have caught it anyway.
3. Why didn't you ask him to teach you to swim?
Because he wouldn't have taught me anyway.
4. Why didn't you tell him to think about it?
Because he wouldn't have thought about it anyway.
5. Why didn't you tell him to buy the coat?
Because he wouldn't have bought it anyway.

COMPOSITION

1. Write a short paragraph on one of the following subjects:
 - a. some regional dishes in your country
 - b. some special foods you have for holidays
2. Write a paragraph beginning with each of the sentences below.
 - a. If I could have anything I wanted for dinner tonight, I'd eat . . .
 - b. If I could have prepared my own dinner last night, I would've made . . .

"Eating habits have long been partly controlled by beliefs about what is good for people to eat. For example, some people once thought that tomatoes were poisonous, and refused to eat them." —*World Book Encyclopedia*, vol. 6, p. 293

Lesson Nine: FOOD PRESERVATION

There are many ways of preserving food, and all of them are important.

One day Stuffy Smith ate a whole pie at the school picnic. No wonder the kids called him Stuffy. When his mother heard about it,

she said, "I wish you studied as much as you ate."

But long ago people ate even more than Stuffy. Sometimes they ate all day long. They ate and ate until they had eaten a whole animal. They had no way to keep meat from spoiling, so they ate all they possibly could and hoped it wouldn't be too long before the next meal. Mealtime was any time they found food. And so they were either stuffed or starved most of the time.

No one knows for sure how people of early times first learned to preserve food. Maybe they accidentally left food in the sun and found that it dried and kept for a while. And maybe they left food by the fire and saw that it tasted better and kept longer when it was cooked. Somehow someone learned that salt helps preserve meat and fish and that a brine of water and salt helps keep vegetables and other food from spoiling.

Through the years people continued to learn other ways to preserve food from one growing season to another. Most modern ways of preserving food are improvements on older ways. And today millions of people work in jobs that have something to do with preserving food.

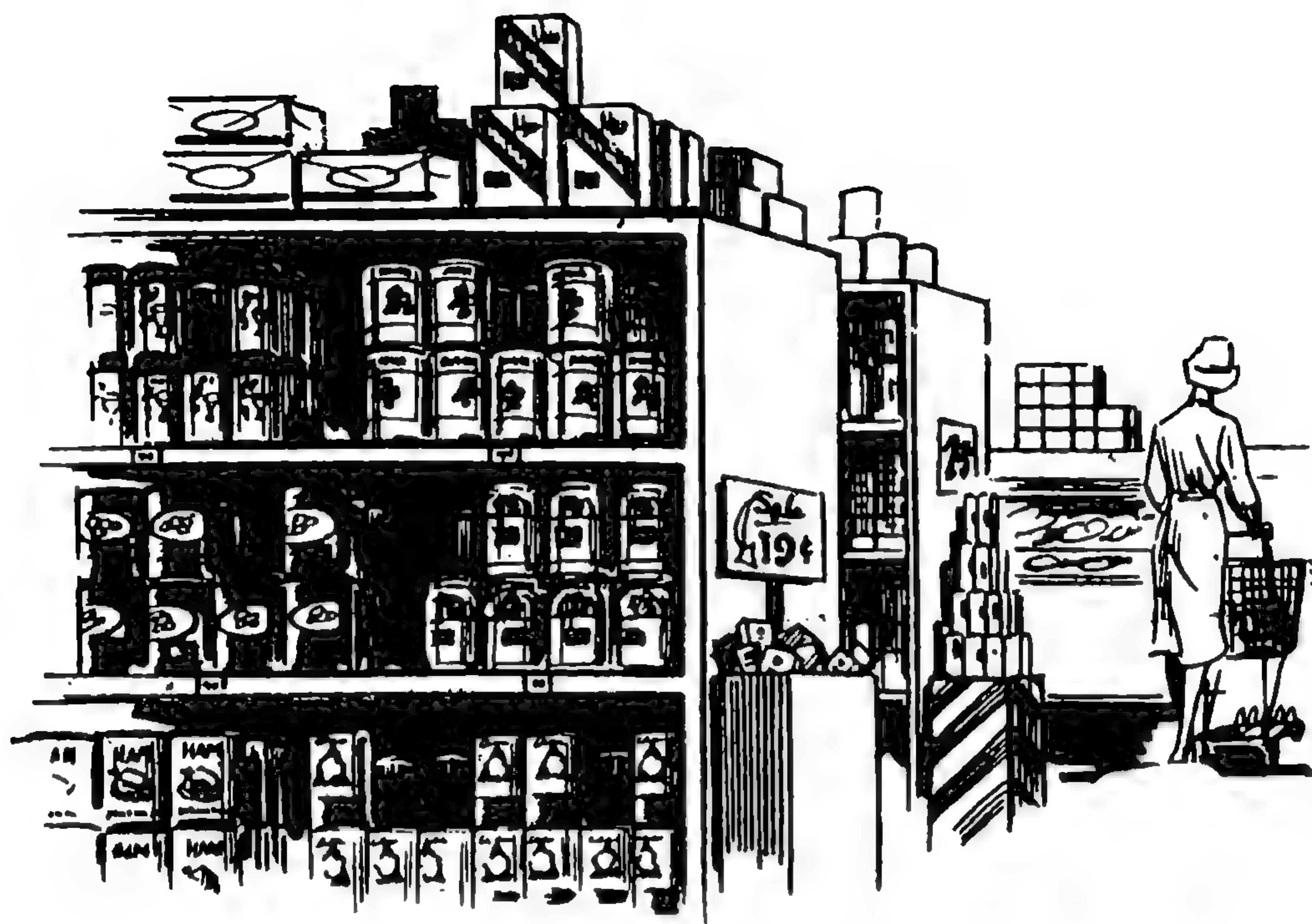
On the shelves of modern supermarkets you can find food preserved in all different ways. Brightly labeled tin cans and glass jars hold fish, fruits, juices, meat, vegetables, and soups. All were preserved by cooking and then sealed in airtight containers.

There are dried foods in the supermarkets, too. Most of them were dried by artificial means rather than by the sun. Some foods such as eggs, milk, and even potatoes are powdered. Others such as onions are dehydrated—that is, the water is taken out of them. Dried foods are convenient to ship long distances because they take up less space and are not as heavy as canned foods. Men traveling on foot find powdered foods easy to carry.

Some fresh foods must be treated to kill any germs that may be in them. Milk is one of them. Raw milk—milk just as it comes from milk-giving animals—may be unsafe to drink. If the milk is heated and then cooled, the germs are killed. The man who discovered this

way of treating milk was a Frenchman, Louis Pasteur. The process is named for him. It is called "pasteurization."

Frozen foods are so popular today that many people wonder how they ever lived without them. Actually, people who live in cool climates have had frozen foods for a long time. Near the North Pole, where the ground stays frozen all the year around, there is no problem of preserving foods. But people who live in warm climates have not



Food on the shelves of a modern supermarket

always been able to keep food fresh. Ice helped when they could get it, but they couldn't get it very often. Now refrigerators and deep freezers preserve many fresh foods that could not be kept any other way. Strawberries, peaches, peas—almost any kind of fruit or vegetable you could wish for—can be frozen and kept from season to season. So can meat and fish. All these foods that are preserved by the quick-freeze method keep the flavor of fresh food. Freezing machines can be taken into fields where foods grow. Little time is lost between picking and freezing.

People no longer have to stuff one day and starve another. Now food can be preserved when there is plenty and used later when there is none. People can have fruits and vegetables the year around. They can have a well-balanced diet.

Understanding ideas

1. Find two sentences that are not true:
 - a. Long ago people ate any time they could get food.
 - b. Today foods are preserved in many ways.
 - c. Long ago it was easy to have a well-balanced diet.
 - d. The old ways of preserving foods were better than those used today.
2. Name foods that can be preserved by:
 - a. cooking and sealing in cans or jars
 - b. drying and powdering
 - c. dehydrating
 - d. freezing
 - e. heating and then cooling

Understanding words

Find words in the lesson that mean: (a) taking water out of food, (b) a large food market, (c) water and salt, (d) heating and cooling milk, (e) a place where fresh fruits can be frozen.

Let's talk and write about food preservation

1. Why was Stuffy Smith called *Stuffy*? What does the verb *stuff* mean?
2. Why were people long ago either stuffed or starved most of the time?
3. Have you ever seen dried dates? Have you seen any other kind of dried food?
4. Have you ever seen salted fish or meat? If so, what kinds?
5. What are the advantages of dried foods?
6. What kinds of preserved food can you find on the shelves of modern supermarkets?
7. How is raw milk treated to kill germs?
8. What kinds of food were preserved in cool climates?
9. What kinds of food are now preserved by the quick-freeze method?
10. Why can people today have a well-balanced diet?

GRAMMAR

Clauses after wish

Model: S1: Stuffy eats too much.

S2: I know. I wish he didn't eat so much.

9.1 Make conversations like those in the model.

- 1. Stuffy talks too much.**
- 2. Stuffy runs too fast.**
- 3. Stuffy makes too much noise.**
- 4. Stuffy stays up too late.**
- 5. Stuffy complains too often.**

Model: S1: Stuffy ate too much.

S2: I know. I wish he hadn't eaten so much.

9.2 Make conversations like that in the model.

- 1. Stuffy talked too much.**
- 2. Stuffy ran too fast.**
- 3. Stuffy made too much noise.**
- 4. Stuffy stayed up too late.**
- 5. Stuffy complained too much.**

Model: S1: Stuffy won't listen to his mother.

S2: I know. I wish he would. I wish he'd listen to her.

S1: Stuffy can't speak Spanish.

S2: I know. I wish he could. I wish he could speak Spanish.

9.3 Make conversations like those in the model.

- 1. Stuffy won't help his father.**
- 2. Stuffy won't save his money.**
- 3. Stuffy won't go to bed early.**
- 4. Stuffy won't do his homework.**
- 5. Stuffy won't mind the teacher.**
- 6. Stuffy can't say "no."**
- 7. Stuffy can't sit still.**
- 8. Stuffy can't be quiet.**
- 9. Stuffy can't stop eating.**
- 10. Stuffy can't start studying.**

9.4 Wish for the opposite situation.

- | | |
|------------------------------|---------------------------------|
| 1. I can't go to the movie. | I wish I could go to the movie. |
| 2. He won't go to the movie. | I wish _____. |
| 3. I can't stay out late. | I wish _____. |
| 4. She won't stay out late. | I wish _____. |
| 5. They won't drink milk. | I wish _____. |
| 6. They can't drink coffee. | I wish _____. |

9.5 Wish for the opposite situation.

- | | |
|-----------------------------|------------------------------|
| 1. I have a cold. | I wish I didn't have a cold. |
| 2. I have to stay home. | I wish _____. |
| 3. I have to take medicine. | I wish _____. |
| 4. Stuffy likes desserts. | I wish _____. |
| 5. He stays out late. | I wish _____. |
| 6. He goes to bed late. | I wish _____. |

9.6 Wish for the opposite situation. *Very much* → *more*.

- | | |
|--------------------------------|-------------------------|
| 1. He didn't eat very much. | I wish he'd eaten more. |
| 2. He didn't write very much. | I wish _____. |
| 3. He didn't say very much. | I wish _____. |
| 4. She didn't read very much. | I wish _____. |
| 5. She didn't study very much. | I wish _____. |
| 6. She didn't sing very much. | I wish _____. |

9.7 Wish for the opposite situation. *Too* → *so*.

- | | |
|--------------------------------|------------------------------------|
| 1. They worked too hard. | I wish they hadn't worked so hard. |
| 2. They stayed out too late. | I wish _____. |
| 3. They drank too much coffee. | I wish _____. |
| 4. They ate too much desert. | I wish _____. |
| 5. The meat was too salty. | I wish _____. |
| 6. The pie was too sweet. | I wish _____. |
| 7. The meat was too tough. | I wish _____. |
| 8. The coffee was too weak. | I wish _____. |

9. The potatoes were too soft.

I wish _____.

9.8 Complete the sentences with *will/would* or *can/could*:

1. Stuffy doesn't know whether or not his mother will bake a pie.

He hopes _____. He wishes _____.

2. Stuffy doesn't know whether his teacher will give him a good grade or not.

He hopes _____. He wishes _____.

3. Stuffy doesn't know whether he can go to the movie or not.

He hopes _____. He wishes _____.

4. Stuffy doesn't know whether he can go swimming or not.

He hopes _____. He wishes _____.

5. Stuffy doesn't know whether he can sleep late or not.

He hopes _____. He wishes _____.

Irregular past forms

Notice that the following verbs have the same past tense and past participle form. The final consonant stays the same, but the vowel changes.

Model: dig (base) dug (past) dug (past participle)

Other verbs like *dig*: win, hang, strike, sting.

9.9 Put the verb in the past tense. Then wish for the opposite situation with the past perfect.

1. My dog (*dig*) holes in my garden.

I wish _____.

2. I (*not win*) the prize.

I wish _____.

3. She (*not hang up*) her coat.

I wish _____.

4. The bee (*sting*) Stuffy.

I wish _____.

5. The clock (*strike*) too loud.

I wish _____.

9.10 Repeat the complete sentences after your teacher. Then your teacher will read the first part and you will supply the second

1. He said he would dig the hole, but he hasn't dug it yet.

2. He said he would win the prize, but he hasn't won it yet.

3. He said he would hang his coat up, but he hasn't hung it up yet.
4. He said the clock would strike, but it hasn't struck yet.
5. He said the bees would sting me, but they haven't stung me yet.

9.11 Read the questions and answers aloud with your teacher. Then your teacher will ask the questions and have you answer them from memory.

1. Why didn't you tell him not to hang his coat on the chair?
I wish I had. If I had told him, he wouldn't have hung it there.
2. Why didn't you tell him not to hang his coat on the lamp?
I wish I had. If I had told him, he wouldn't have hung it there.
3. Why didn't you tell him not to dig the hole so deep?
I wish I had. If I had told him, he wouldn't have dug it so deep.
4. Why didn't you tell him not to dig the hole so wide?
I wish I had. If I had told him, he wouldn't have dug it so wide.

COMPOSITION

1. Write a short paragraph on one of the following subjects:
 - a. kinds of dried foods I have seen or tasted
 - b. kinds of canned foods I have seen or tasted
 - c. kinds of frozen foods I have seen or tasted
2. Write a paragraph beginning with these two sentences. "I wish I could go to a supermarket. If I had the money, I'd buy ."

" . . . geography no longer has as much control over what people eat as it once had. The development of modern methods of food preservation, and faster land and water transportation, have allowed the nations of the world to share their food." —*World Book Encyclopedia*, vol. 6, p. 292

Lesson Ten: FOOD TRANSPORTATION

Some foods can be carried slowly. Others need the speed of train or plane.

An Indian boy ran swiftly from a village in Mexico. In his hand he carried a basket of fish. Only a few moments before, they had

been pulled from the cold waters of the lake. Farther on, another runner was waiting to take the basket from the tired boy and race on. And so from one swift runner to another, fresh fish were rushed from the lake to the dinner table of Montezuma, ruler of the Aztecs.

Speed is important in transporting fish and many other fresh foods. Foods that spoil easily must reach the market and the dinner table as quickly as possible. But now fast trucks, trains, ships, and planes can replace runners.

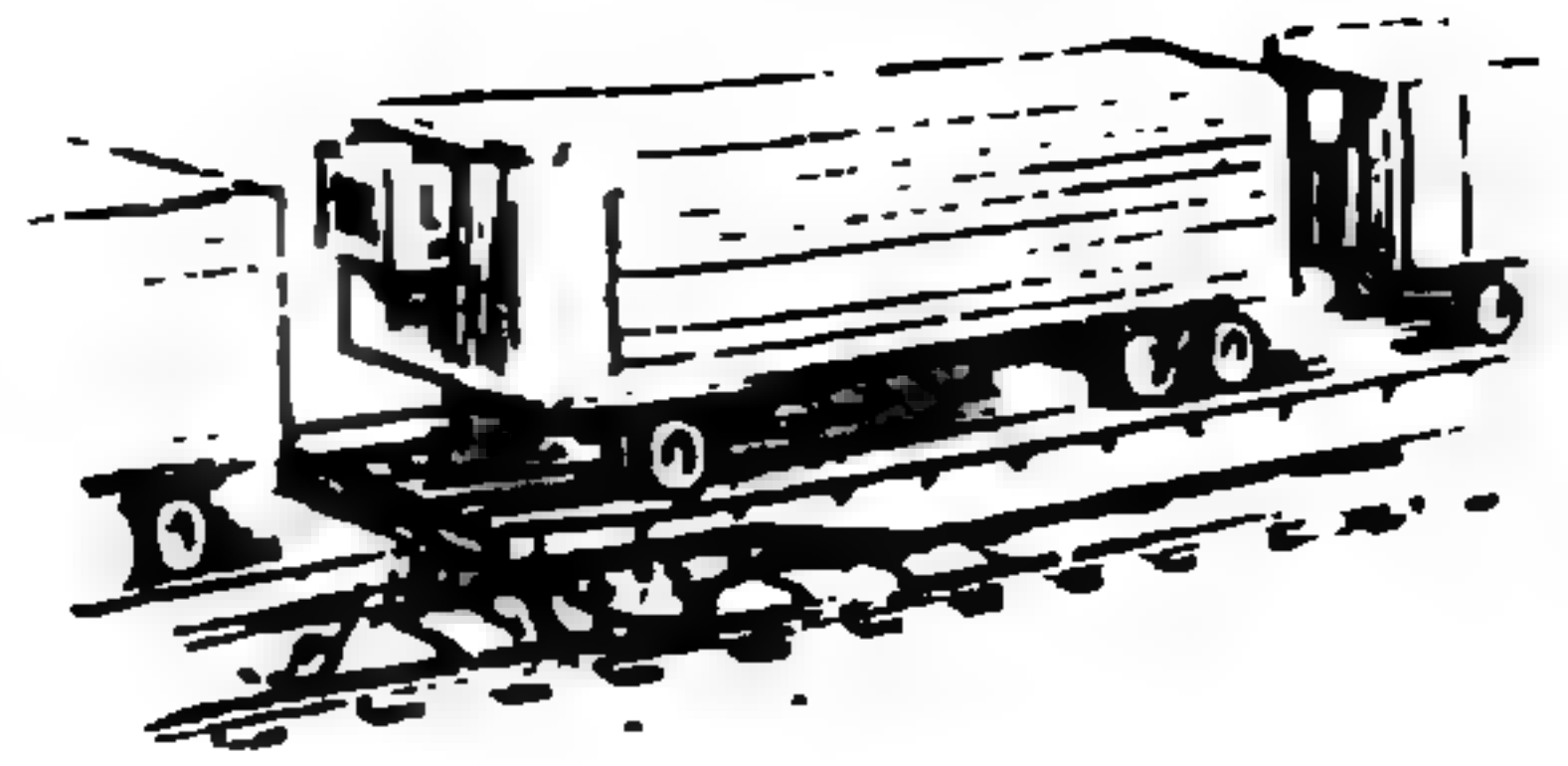
Planes are the fastest way to carry food. They are especially useful in carrying food to people and animals that could not be reached otherwise. Suppose there were a flood or an earthquake and the people could not be reached by trains or trucks. Then packages of food could be dropped from planes to save them from starvation. But air transportation is usually the most expensive way of carrying food. And so within a country most perishable foods—foods that spoil easily—are carried by trucks and trains.

Trucks have many advantages. A truck can start as soon as it is loaded, and it can deliver goods direct to the market. Many modern trucks have their own refrigeration systems. Today the tank truck that carries milk is a familiar sight on many country roads. The farmer no longer sets his milk cans by the side of the road to be taken to town by horse and wagon. Instead, a modern cooled tank truck drives up to the farm several times a week. The milk from the farmer's cooling tank flows through a pipe into the truck. There it keeps cool and sweet until it is delivered to stores and homes.

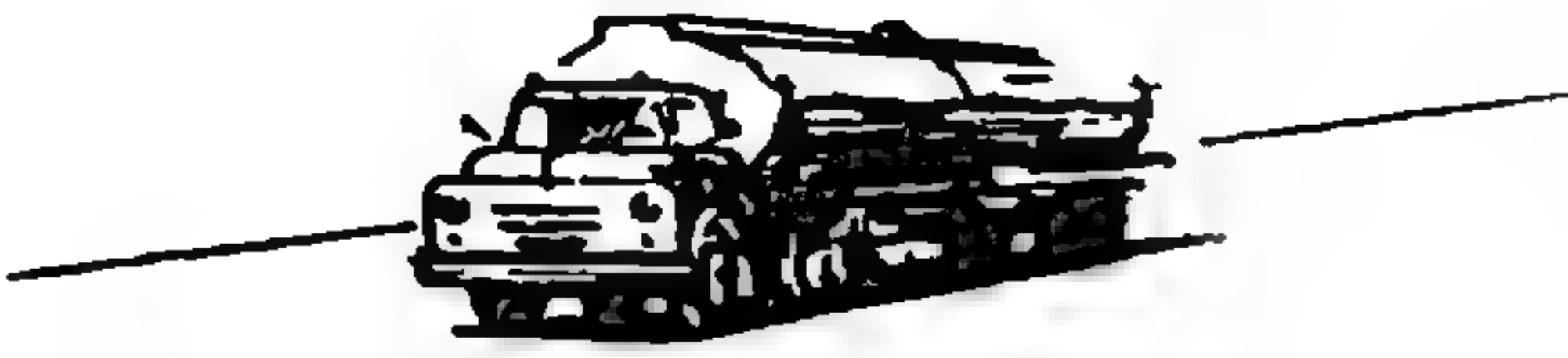
Trains cannot always carry food as quickly as trucks. Many cars must be loaded before a train can start on a trip. And when the train arrives in the city, the food must be unloaded from the cars onto trucks to be taken to the market. All of this takes time. When railroad companies wanted to move perishable foods faster, they developed a plan that works like this: refrigerated trailers are put on flatcars that run on the rails. When the train arrives at the city, the trailers are unloaded and attached to trucks. Some companies now have truck and freight-car combinations.



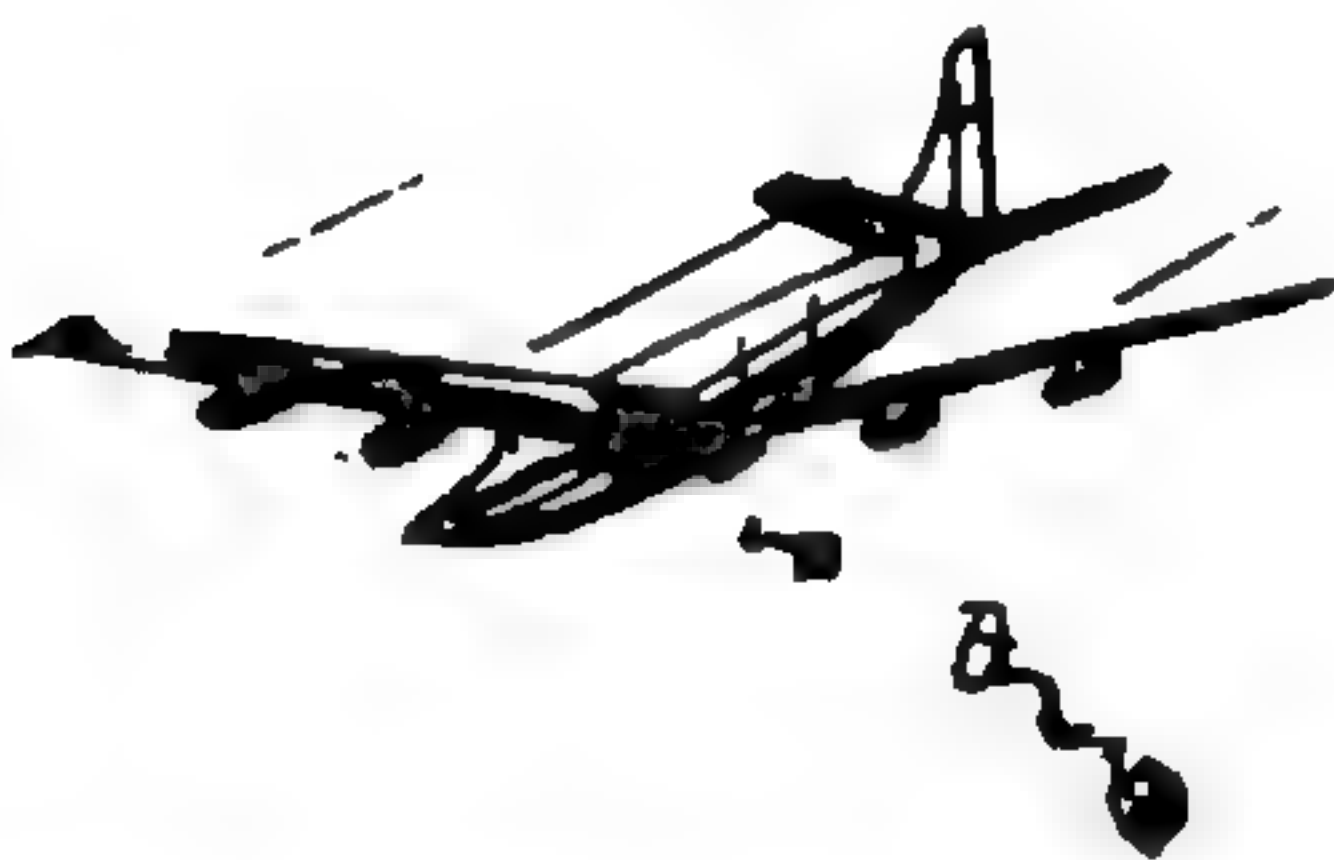
refrigerator ship



refrigerated trailer



a tank truck



food dropped from planes

Perishable foods brought from overseas must come by ship or plane. Most of these foods are shipped by refrigerator ships. Some foods, such as bananas, are shipped before they get ripe. They are placed in the refrigerated hold of the ship. The cool temperatures keep the bananas from getting ripe during the trip. As the green bananas are loaded, a man watches closely for signs of yellow on them.

Ripe bananas are poor travelers, and even one ripe banana at the start of the trip can spoil a whole carload of fruit.

But not all food needs to be moved as quickly or as carefully as perishable fresh food. Grains like wheat, corn, and rice can make a slower trip without danger of spoiling. Transportation by water is usually a cheap way of sending such foods. Towboats that pull long strings of barges loaded with grain move up and down rivers and along the coasts.

Trucks, trains, planes and refrigerator ships are new ways of carrying food. But a great deal of food is still carried on the heads of women and the backs of animals. In many countries women carry food to market on their heads. High in the Andes Mountains long lines of llamas, each with a heavy bag of grain, pick their way along rocky trails. Over the desert sands camels carry loads of salt, dates, and cheese from one oasis to another. And in a lonely bay a fisherman still rows home with the day's catch.

Understanding ideas

1. Find two sentences that are not true:

a. A runner is the fastest way to carry food long distances.

- b.* Air transportation is usually a cheap way to carry food.
 - c.* Trucks can carry food more quickly than trains.
 - d.* Perishable foods must be moved more quickly than grains like wheat, corn, and rice.
2. Which of these ways of transporting food are “new” ways? Which are “old” ways, but still used?
- a.* on the backs of animals
 - b.* on the heads of people
 - c.* by trucks and trains
 - d.* by runners
 - e.* by airplane
 - f.* on the tops of buses
 - g.* by refrigerator ships
 - h.* by carrying in baskets

Understanding words

Find words in the lesson that are opposites of these words: (*a*) cheap, (*b*) spoiled, (*c*) loaded, (*d*) ripe, (*e*) strange, (*f*) slowly.

Let's talk and write about food transportation

1. How did Montezuma get fresh fish?
2. How are planes especially useful in food transportation?
3. Describe the tank truck that carries milk. How does it work?
4. What plan did the railroad companies develop to speed delivery?
5. Why are bananas shipped before they are ripe?
6. What kinds of food are shipped by barge?
7. What are some of the older ways of carrying food?

“The movement of milk and its products is largely domestic, particularly in large countries where national boundaries do not intersect normal trade routes. The actual transporting is done largely by tank truck and rail car, refrigerated when necessary, and a daily haul of 200 to 400 miles is not uncommon. Rail-way cars are employed to a greater degree in the transfer of milk in Europe than in the United States, but the truck is rapidly gaining favor.” —*The Geography of Economic Activity* by Richard S. Thoman, McGraw-Hill, 1962, p. 362

GRAMMAR

Unreal pasts after if only and suppose

Model: The bananas aren't ripe. We can't eat them.
If only they were. Then we could eat them.
Suppose they were. Then we could eat them.

10.1 Follow the model above.

1. The meat isn't fresh. We can't serve it.
If only _____. Then _____.
Suppose _____. Then _____.
2. Freezers aren't cheap. We can't buy one.
If only _____. Then _____.
Suppose _____. Then _____.
3. The milk isn't pasteurized. We can't drink it.
If only _____. Then _____.
Suppose _____. Then _____.
4. The strawberries aren't frozen. We can't keep them fresh.
If only _____. Then _____.
Suppose _____. Then _____.
5. I'm not tired. I can't sleep.
If only _____. Then _____.
Suppose _____. Then _____.

Model: He eats too much. If only he didn't eat so much.
He ate too much. If only he hadn't eaten so much.

10.2 Follow the model above.

1. He works too hard. If only _____.
He worked too hard. If only _____.
2. She worries too much. If only _____.
She worried too much. If only _____.
3. He drives too fast. If only _____.
He drove too fast. If only _____.
4. They spend too much money. If only _____.
They spent too much money. If only _____.
5. I talk too fast. If only _____.
I talked too fast. If only _____.

Unreal pasts after I'd rather and It's about time

Model: S1: Stuffy lost a bag of candy. I hope he finds it.

S2: I'd rather he didn't. I'd rather he didn't find it.

S1: I hear that Stuffy is going on a diet.

S2: It's about time he did. It's about time he went on a diet.

10.3 Make statements with *I'd rather* and *It's about time*.

1. Stuffy never studies at night.

It's about time _____. It's about time _____.

2. Stuffy never refuses dessert.

It's about time _____. It's about time _____.

3. Stuffy stays up late.

I'd rather _____. I'd rather _____.

4. Stuffy always asks for more potatoes.

I'd rather _____. I'd rather _____.

5. Stuffy is helping his father clean the yard.

It's about time _____. It's about time _____.

Model: S1: I drive too fast.

S2: I know. I'd rather you didn't drive so fast.

10.4 Make conversations like the one in the model above. Use *work too hard*, *run too fast*, *talk too fast*, *stay up too late*, *worry too much*.

Model: Stuffy hasn't stopped talking all day.

It's about time he did. It's about time he stopped talking.

10.5 Follow the model above and add two statements with *It's about time*.

1. Stuffy hasn't done his homework yet.

It's about time _____. It's about time _____.

2. Stuffy hasn't gone on a diet yet.

It's about time _____. It's about time _____.

3. Stuffy hasn't cleaned the yard yet.

It's about time _____. It's about time _____.

4. Stuffy hasn't gone to bed yet.

It's about time _____. It's about time _____.

5. Stuffy hasn't told the truth yet.

It's about time _____. It's about time _____.

10.6 Practice the following conversations based on the reading.

- S1: Only green bananas are shipped.
S2: Suppose ripe bananas were shipped.
S1: If ripe bananas were shipped, they would spoil.
- S1: Bananas are perishable.
S2: Suppose they weren't.
S1: If they weren't perishable, they could be shipped without refrigeration.
- S1: Rice doesn't spoil quickly.
S2: Suppose it did.
S1: Then it would have to be transported faster.
- S1: The tank truck is cooled.
S2: Suppose it weren't.
S1: If it weren't cooled, the milk would spoil.
- S1: Trains can't deliver goods straight to the market.
S2: Suppose they could.
S1: Then they would be as fast as trucks.
- S1: Not all trains use refrigerated trailers.
S2: Suppose they did.
S1: If they did, food would be delivered to the market faster.

Irregular past forms

Notice that *tell* and *sell* have the same past tense and past participle forms:

Model:	tell (base)	told (past)	told (past participle)
	sell	sold	sold

Notice that *find* and *wind* have the same past tense and past participle forms:

Model:	find (base)	found (past)	found (past participle)
	wind	wound	wound

The following verbs should be memorized separately:

have	had	had
leave	left	left
lose	lost	lost
make	made	made
say	said	said
sit	sat	sat
stand	stood	stood
understand	understood	understood

10.7 Make complete statements with *I wish*.

1. I don't think he told the truth.
2. I don't think the bakery sold all the bread.
3. I don't think he found the answer himself.
4. I don't think he wound the clock.
5. I don't think he has the money.
6. I don't think she made dessert.
7. I don't think Stuffy said "Thank you."
8. I don't think he stood straight.
9. I don't think he sat straight.
10. I think he left late.
11. I think I lost my keys.

COMPOSITION

Write a short paragraph on each of the following subjects:

1. transporting food by plane
2. transporting food by train and bus
3. transporting food by foot
4. transporting bananas (or any fruit that spoils easily)

"Most food is perishable, and must be handled and transported with great speed."—*World Book Encyclopedia*, vol. 6, p. 296

UNIT III: BUYING AND TRADING

Lesson Eleven: SIMPLE EXCHANGE: BARTER

If you have something someone else wants, and he has something you want, barter will work out fine.

Deep in the forest a hunter picked up big pieces of raw meat and put them in a basket. For many days at a time he had eaten nothing but meat. Now he was hungry

for vegetables and grain. He picked up the basket and walked through the deep shade toward the edge of the forest where three trees stood close together to form a triangle. There the hunter took the meat from the basket and fastened a piece to each of the three trees. Then he turned and walked back into the forest.

That same day in a little valley near the forest a farmer put corn and beans and groundnuts in a basket and walked toward the forest where three trees stood close together to form a triangle. There he saw the pieces of raw meat fastened to the branches. For many days he had eaten nothing but beans and corn and groundnuts. Quickly he took the things from his basket and put them under the trees. Then he took the pieces of raw meat from the branches, put them in his basket, and hurried away toward the valley.

As soon as the farmer was gone, the hunter crept through the trees. He filled his basket with the corn and beans and groundnuts. Then he hurried back into the forest. Another day he would trade the skins of the animals he killed for a strong spear.

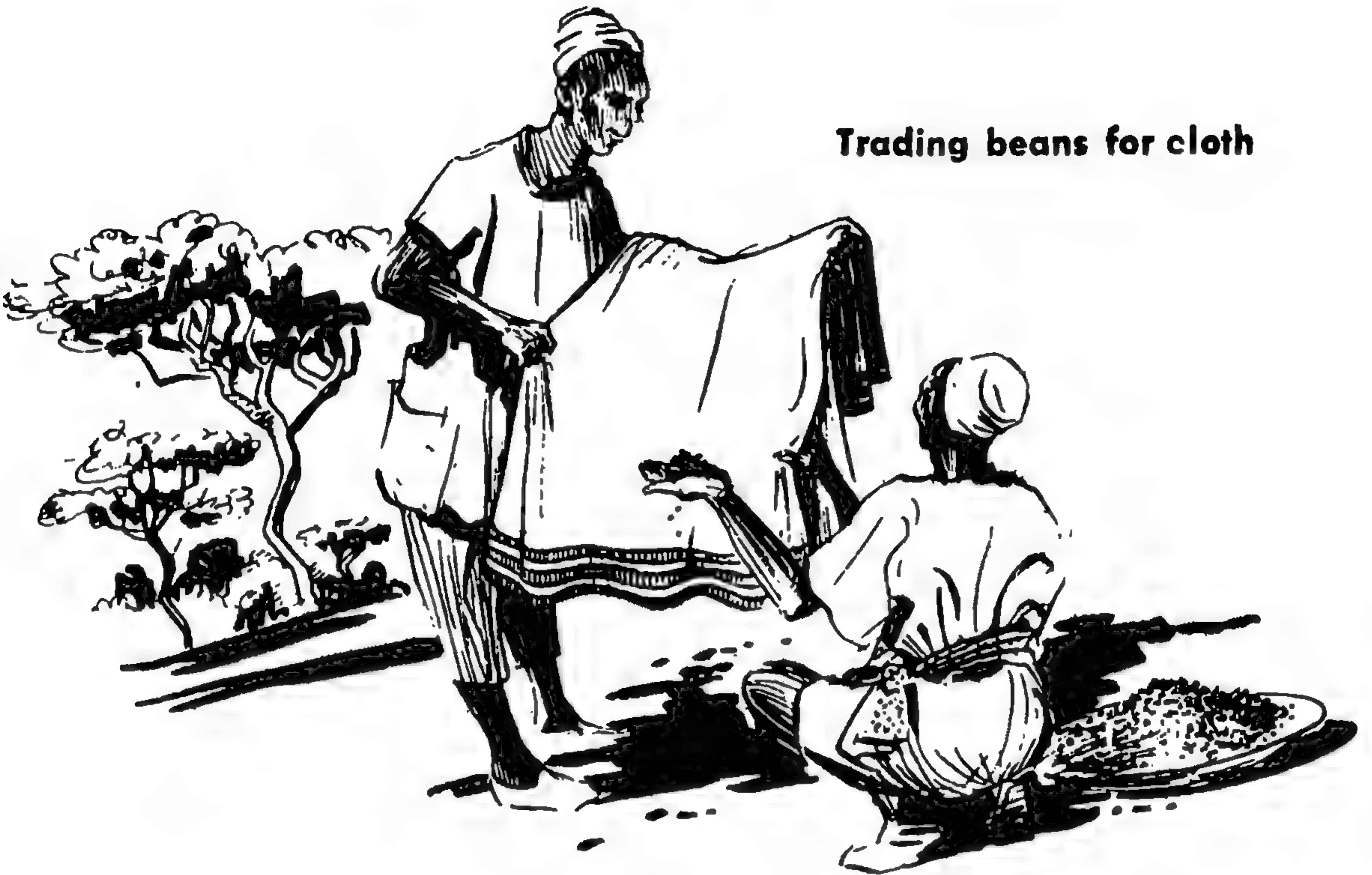
This is one kind of simple exchange, called "dumb" barter because there is no talking. It was practiced by tribes that were enemies. For such people, whose needs were simple, barter probably worked very well. For clothes, they used anything that kept them warm. For houses, they used any kind of shelter from tree branches to animal skins held up by poles. One cooking pot would probably have been enough, too. These people had little need for money.

Barter would work fine if the right people always found each other. If a man who had beans and wanted cloth met a man who had cloth but no beans, everything would be all right. But suppose the man with beans met a man with cloth who wanted bright beads, not beans. Then the man with beans would have to find a man with bright beads who wanted beans, buy the beads, and trade them to the man with

the cloth. In such a situation, barter is slow and not very efficient.

Barter is also inefficient in today's complex world, where people have begun to have jobs that are more and more specialized. One man will make all the fishnets for the people in his village, and another man will make all the fishhooks. One man will make one single part of an automobile, while another will grow nothing but oranges. When this happens, people must depend on money to buy the things they need but don't make for themselves. They would not be able to get very far by trading oranges for automobile parts.

Trading beans for cloth



But even in the most complex societies there is always some bartering. A college student often works his way through college. Maybe he cares for the yard in a professor's home in exchange for his room. Maybe he washes dishes at the college dining room in exchange for his meals. Both of these exchanges are forms of barter.

Understanding ideas

1. Find two sentences that are not true:
 - a. Barter works well in a complex society.
 - b. People who were enemies used to exchange goods by "dumb" barter.
 - c. People who get what they want by barter need no money.
 - d. Barter is a quick, efficient way of getting what one wants.

2. Which of these things did the hunter want that he didn't have?
Which ones did the farmer want?
- | | |
|----------|---------------|
| a. corn | d. groundnuts |
| b. meat | e. vegetables |
| c. beans | |

Understanding words

Find words in the lesson that mean: (a) many trees, (b) low land between hills, (c) particular kinds of jobs, (d) small town, (e) people who are not friends.

Interpreting ideas

1. Why did barter work better long ago than it would today?
2. Suppose you have a bicycle that you have outgrown. Would you barter it for something else or sell it?
3. From this reading, what did you learn about bartering that you did not know before?

Let's talk and write about simple exchange

1. How did the man with the meat barter it for vegetables?
2. Why does barter work well for people who lead simple lives?
3. Why doesn't barter always work? Tell what happened to the man with beans who met the man who wanted beads.
4. Why is bartering less efficient when people have specialized jobs?
5. How does a college student sometimes barter?

GRAMMAR

Modal perfect with would have + past participle



**This is a fisherman. He
had nothing but fish,
fishhooks, and salt.**



This is a hunter. He had nothing but honey, meat, and animal skins.

This is a farmer. He had nothing but beans, corn, and groundnuts.



Model: S1: What would the hunter have traded meat for?

S2: He would have traded meat for beans because he didn't have any beans.

Make conversations like that in the model.

- 1. hunter/animal skins/salt**
- 2. farmer/beans/fish**
- 3. fisherman/fish/animal skins**
- 4. farmer/corn/fish**
- 5. fisherman/salt/honey**

Continue with items from the chart.

Model: S1: Would the hunter have traded meat for animal skins?
S2: No, he wouldn't have. He wouldn't have traded meat for animal skins because he already had animal skins.

11.2 Make conversations like that in the model above.

1. farmer/beans/corn
2. fisherman/fish/salt
3. hunter/animal skins/meat
4. farmer/corn/groundnuts
5. fisherman/salt/fishhooks

Continue with items from the chart.

Model: S1: Would the farmer have traded beans for meat?
S2: Yes, he would have. He would have traded beans for meat because he didn't have any meat.
S2: Would the farmer have traded beans for corn?
S3: No, he wouldn't have. He wouldn't have traded beans for corn because he already had corn.

11.3 Make conversations like those in the model above. Ask questions that require *yes* answers and questions that require *no* answers.

- | | |
|-----------------------------|-----------------------------|
| 1. farmer/corn/fish | 4. hunter/meat/honey |
| 2. hunter/meat/animal skins | 5. farmer/beans/honey |
| 3. fisherman/fish/meat | 6. fisherman fishhooks salt |

Continue with items from the chart.

Model: S1: Who would the hunter have traded with if he had needed beans?
S2: He would have traded with the farmer.

11.4 Make conversations like that in the model above. Point to the chart.

Model: S1: What would the hunter have traded if he had needed beans?
S2: He would have traded animal skins.

Make conversations like that in the model above. Point to the chart.

Modal perfect with could have + past participle

Situation: Sam Jones is a forest ranger. Sam worked his way through college by taking care of a professor's garden. There were many other jobs Sam could have had. For some of them, a college education is not required. He could have worked in:



the library



the laboratory



a restaurant



an office



the bookstore

Even with his college education, there were some jobs Sam couldn't have had. These jobs require years of special training:



teacher



scientist



pilot



lawyer



engineer

Model: Sam could have worked in the library.
Sam couldn't have been a teacher.

11.6 Make statements about where Sam could have worked and what Sam could have been. Use the items in the chart.

Model: S1: Could Sam have worked in the laboratory?
S2: Yes, he could have. There were plenty of jobs in the laboratory.
S1: Could Sam have been an engineer?
S2: No, he couldn't have. He hadn't had any training.

11.7 Make conversations like those in the model. Ask questions that require *yes* answers and questions that require *no* answers.

Situation: Sam went shopping yesterday. He didn't buy anything because everything he looked at was too expensive.

Model: S1: He didn't buy the coat. It was too expensive.
Would you have bought it?

S2: I don't know whether I would have bought it or not.
If I had liked it, maybe I would have.

11.8 Make conversations like that in the model. Use items of clothing like *shoes, hat, etc*

Situation: Sam gave his son Bill some money for a birthday present. Bill bought a camera with the money.

Model: S1: I would have bought a book. What would you have bought?

S2: I wouldn't have bought a book. I would have bought a watch.

11.9 Tell what you would have bought with the money and ask your classmate what he would have bought.

Situation: Yesterday Stuffy's mother baked a chocolate cake. She put it on the table to cool and went shopping. When she came back, the cake was all gone. Who could have eaten the cake?



**Mike, Ken, and Bill
were at the baseball game.**



**Stuffy, Joe, and Kathy
were playing in the yard.**

Model: S1: Did Mike eat the cake?

S2: Mike couldn't have eaten the cake. He was at the baseball game.

S1: Did Stuffy eat the cake?

S2: Stuffy could have eaten the cake. He was playing in the yard.

11.10 Make conversations like those in the model. Use the chart.

Irregular past forms

Notice that *bit* and *bitten* have the same vowel in the past and past participle. The past participle adds *-(e)n*.

Model: bite (base) bit (past) bitten (past participle)

Other verbs that have the same vowel in the past tense and past participle: *break, choose, forget, freeze, speak, steal, tear, wear, weave*.

Model: S1: Did the snake bite him?

S2: No, it didn't. But it could have. It could have bitten him.

11.11 Practice conversations like that in the model.

- | | |
|--------------------------------------|----------------------------------|
| 1. Did you choose the colors? | 6. Did he break his arm? |
| 2. Did you forget to pay Sam? | 7. Did they steal the watch? |
| 3. Did you speak for a long time? | 8. Did Sam's wife weave the rug? |
| 4. Did Sam tear his shirt? | 9. Did Sam wear his heavy coat? |
| 5. Did the apples freeze last night? | 10. Did the dog bite you? |

COMPOSITION

Write a paragraph about each of the following subjects:

1. Explain why barter can be slow and not very efficient.
2. Do you ever trade or barter? If you do, describe the kinds of trade or barter you use.
3. Do you know anyone else who trades or barter? If so, describe the kinds of trade or barter used.

"Barter is the exchange of one article for another without the use of money. If an article is exchanged for money, the transaction is not barter, but sale." —*World Book Encyclopedia*, vol. 2, p. 88

Lesson Twelve: THE HISTORY OF MONEY

Money has had an interesting history from the days of shell money until today.

Today anyone will accept money in exchange for goods or services. People use money to buy food and furniture and books and bicycles and hundreds of other things they need or want. When they work, they usually get paid in money.

Most of the money today is made of metal or paper. But people used to use all kinds of things as money. One of the first kinds of money was shells. The people who lived on the shores of the Pacific Ocean valued shells because they liked to use them for ornaments. Anyone who had more food than he needed must have been happy to trade the extra food for shells.

Shells were not the only things used as money. In China cloth and fishhooks and knives were used. In the Philippine Islands rice was used as money for a long time. Elephant tusks, monkey tails, and salt were used as money in parts of Africa. In some places in Africa people are still paid in salt. Cakes of soap, animal skins, and iron bars have all been used as money at some time in some parts of the world.

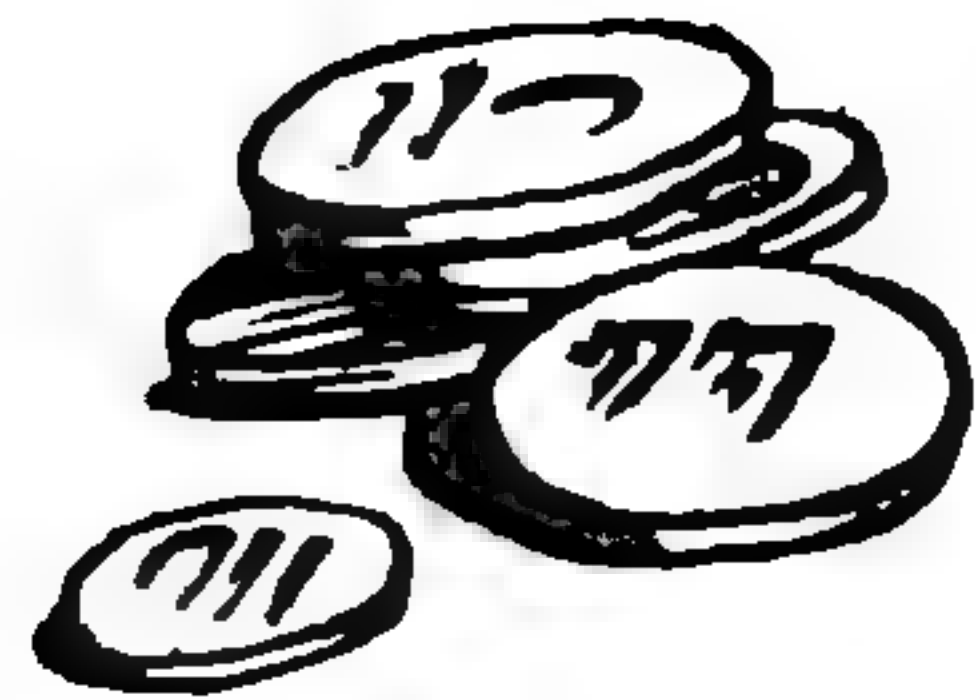
Cattle were one of the earliest kinds of money. Early man sometimes counted his wealth in cattle. Sometimes he even bought wives with cattle. Other animals were used as money, too. But there were disadvantages in using animals as money. People had to feed animals. They might get sick, and they would finally grow old and die. Then the money would be gone. It must have been hard to make change when a cow was money. And the animals were sometimes a nuisance to move around.

The first coins were made in China. Some Chinese businessman must have gotten tired of carrying a heavy load of fishhooks and knives and shirts to pay a large bill. So he made a model of the top part of a shirt on metal. It was round and had a hole in the center. The money was round, according to one story, so that it could roll from place to place.

Stone money was one of the most curious kinds. It was made on the island of Yap in the Pacific. A stone "coin" measured 5 feet in diameter and was 7 inches thick. There was a hole at the center so that the "coin" could be carried on a pole by two men. It must have been heavy to carry around. A stone coin was worth 10,000 coconuts or one wife.



shells



stone money



tusks

Different countries have used different metals and designs for their money. The first coins in England were made of tin. Sweden and Russia used copper to make their money. Some of the Swedish copper money weighed more than 30 pounds. It must have been inconvenient. When people wanted to pay a big bill, they had to use an oxcart.

After trying many different metals and sizes, countries began to make coins of gold and silver. The value of the coins depended upon the weight of the metal used. The heavier the coin, the more it was worth. In those days scales were very important. Because the weight determined the value, the early coins had the same value in different countries. Today few coins are worth their weight.

But even gold and silver coins were inconvenient if you had to buy something expensive. Again the Chinese thought of a way to improve money. They began to use paper money to represent the same amount of money in metal. The first paper money looked more like a note from one person to another than the paper money used today. Paper money is so convenient that it is being used more and more.



cattle



coins

Understanding ideas

1. Find two sentences that are not true:
 - a. Money is used to buy things and to pay for work.
 - b. Money must be light enough to carry.
 - c. Early money was light in weight.
 - d. Paper money is not used much today.
2. Match the different countries with the things they used as money a long time ago.

<ol style="list-style-type: none">a. Africab. island of Yapc. Chinad. Swedene. Russiaf. Englandg. Philippine Islands	<ol style="list-style-type: none">a. copperb. tinc. clothd. stonee. ricef. elephant tusksg. fishhooksh. knives
--	---

Understanding words

Find words in the lesson that mean: (a) long pieces of iron, (b) more than is needed of anything, (c) pieces of soap, (d) easy to use, (e) used to weigh money, (f) the middle of a coin.

Interpreting ideas

1. Why have different countries used different things as money?
2. Why are most of the coins used today not worth their weight?
3. Suppose you have a job. Would you rather be paid in metal or paper money? Why? What difference would it make to you?

Let's talk and write about the history of money

1. What are advantages of using animals as money? The disadvantages?
2. What did the first coin made in China look like?
3. Describe the stone money made on the island of Yap.
4. Why were scales so important when countries first began to make coins of gold and silver?
5. Why is paper money more convenient than metal money?

GRAMMAR

Modal perfect with must have + past participle

They used shells as money on the shores of the Pacific Ocean.



They used cloth, fishhooks, and knives as money in China.



They used rice as money in the Philippine Islands.



They used cakes of salt, elephant tusks, and monkey tails as money in parts of Africa.



They used stone "coins" as money on the island of Yap.



Model: S1: A long time ago someone lived on the shores of the Pacific.

S2: What do you think he used as money?

S3: He must have used shells as money.

12.1 Make conversations like that in the model. Use the chart.

Modal perfect with *should have* | *past participle*

Situation: Sam Jones was a good student. But sometimes he made mistakes. Once Sam failed a test. He didn't study for it. He ~~went~~ to a movie instead.

Model: He should have studied for the test.

He shouldn't have gone to a movie.

12.2 Make statements with *should have* or *shouldn't have*.

1. Once Sam didn't listen to the professor. He didn't understand the assignment. Sam/listen _____.
2. Once Sam didn't write down the assignment. He forgot what it was. Sam/write _____.
3. Once Sam didn't finish his homework. He listened to the radio instead. Sam/finish _____. Sam/not listen _____.
4. Once Sam missed class. The professor gave an important lecture that day. Sam/not miss _____.
5. Once Sam didn't go to bed early. He slept in class the next day. Sam/go _____. Sam/not sleep _____.

Model: S1: I studied hard for the test, but I didn't pass it.

S2: I can't understand it. You should have passed it.

12.3 Supply the second line. Then make conversations like that in the model above.

1. I worked hard for the prize, but I didn't win it.
I _____. You _____.
2. I got up early, but I didn't get to school on time.
I _____. You _____.
3. I drank a lot of coffee, but I didn't stay awake.
I _____. You _____.
4. I missed my lunch, but I wasn't hungry.
I _____. You _____.
5. I had heard his name, but I couldn't remember it.
I _____. You _____.
6. I asked for the change, but he didn't bring it.
I _____. He _____.

7. She had the money, but she didn't buy the bicycle.

i _____. She _____.

12.4 Practice the following conversations with *must have* + past participle and *should have* + past participle.

S1: Did Sam take the (*money*)?

S2: He must have taken it. He was the only one in the house.

Use *watch, pen, pencil, glasses, ring, etc.*

S1: Did Stuffy eat the (*cake*)?

S2: He must have eaten it. It's gone.

Use *pie, cookies, candy, etc.*

S1: Sam has a cold.

S2: He should have worn a (*coat*) last night.

Use *sweater, hat, cap, heavy shirt, etc.*

S1: I left my (*money*) on the table, but it isn't there now.

S2: Someone must have taken it.

Use *watch, pen, pencil, glasses, ring, etc.*

Model: S1: I didn't leave a tip.

S2: Shouldn't you have left one?

12.5 Supply the questions with *shouldn't have* + past participle. Then make conversations like that in the model above.

1. I didn't use a fork.

Should _____?

2. I didn't ask for a napkin.

Should _____?

3. I didn't wait for a menu.

Should _____?

4. I didn't bring a purse.

Should _____?

5. I didn't order a drink.

Should _____?

Irregular past forms

Notice the vowel changes in the past tense and the past participle:

Model: begin (base) began (past) begun (past participle)

Other verbs like *begin*: *drink, ring, shrink, sing, sink, spring, swim*.

12.6 Make statements with *must have* + past participle.

1. We arrived promptly at eight o'clock. Sam was already speaking.
He/begin _____ before eight o'clock.
2. There was a bottle of milk on the table this morning. It was gone this afternoon. Sam was the only one in the house.
Sam/drink _____ it.
3. The doorbell just rang. Sam is standing outside.
Sam/ring _____ it.
4. Sam's wife washed his shirt. It doesn't fit him any more.
The shirt/shrink _____.
5. Sam sang at the party last night. All the neighbors complained.
Sam/sing _____ too loudly.
6. Sam's son Bill was sailing a toy boat on the lake. He went away for a few minutes. When he came back, he couldn't see it.
The boat/sink _____.
7. The boat didn't have a leak this morning, but it/spring _____ a leak when Ken was sailing it.

COMPOSITION

Write short compositions (one to three paragraphs) about each of the following subjects:

1. things that were used as money—shells, salt, cattle, etc.
2. the metal money (coins) used in your country
3. the paper money (bills) used in your country

"Money has so little value during periods of great inflation that people sometimes resort to barter." —*World Book Encyclopedia*, vol. 2, p. 88

Lesson Thirteen: THE MONEY SYSTEMS OF THE UNITED STATES AND GREAT BRITAIN

The money of both the United States and Great Britain is made of metal and paper. But it's different in appearance and value.

Today the money of most countries is made of metal or paper. Each government decides on a money unit and its standard of value. Usually this standard is

gold or silver. Because large sums of metal money are heavy and inconvenient to handle, governments issue paper money. And the gold or silver that a government has guarantees the value of the paper money it prints. That is, people can exchange paper money for metal coins.

In 1785 the Congress of the United States chose the *dollar* as the unit of currency and the *decimal system* as the method of counting. The decimal system is based on the number 10.

American coins are easy to remember. The American dollar is equal to 100 cents or pennies. A half-dollar is 50 cents; a quarter is 25 cents or a fourth of a dollar. A dime is 10 cents or a tenth of a dollar, and a nickel is 5 cents or a twentieth of a dollar. All but the penny and the nickel are made of silver. The penny is made of copper. The nickel is made of a metal called *nickel*. American silver dollars are not used in many parts of the United States. They are being replaced by paper bills.

In the United States one penny won't buy much, but it is useful to make change. Suppose you had visited the United States last year. For a nickel you might have bought a pencil. For a dime you might have bought an ice-cream cone or used a public telephone. A hamburger would have cost you a quarter or more. You could have seen some movies for a half-dollar, but it would probably have cost you a dollar or more to see a big ball game or hear a fine concert.

Eleven different paper bills are used in America. The lowest value is a dollar; the highest is \$10,000. On every bill are the words "This certifies that there is on deposit in the Treasury of the United States of America one dollar" or "five dollars" or whatever the amount of the bill is.

Most countries in the world have a money system based on the decimal system. But Great Britain's pound sterling is not based on the decimal system. For this reason it's not easy to add quickly if you are using English money.

United States coins



English coins



The coins now used in Great Britain are the halfpenny, penny, threepence, sixpence, shilling or "bob," two shillings or "florin," and half crown. The crown, a silver coin equal to 5 shillings, is no longer used, but it is minted to honor special occasions.

An English penny is worth roughly as much as the American penny, but is almost twice as big. The silver sixpence is worth about 7 cents in American money. The slang name for sixpence is "tanner." A shilling is equal to 12 pence or one-twentieth ($1/20$) of a pound. A shilling or "bob" will buy many things in England. If you are visiting London, a shilling will take you on a short bus trip around the city. For a half crown you can buy a fine magazine or visit a beautiful old castle. If you are shopping in an exclusive store, you may find the prices given in guineas. The guinea is a gold coin worth 21 shillings. Though the guinea is no longer minted, the word is still used to mean 21 shillings when talking about prices of luxury items.

The paper bills used in England are wider and longer than American bills. They are made in the amounts of 10 shillings, called "ten bob"; 1 pound, called a "quid"; and 5 pounds. An English pound is worth 20 shillings.

Understanding ideas

1. Find two sentences that are not true:
 - a. Most countries now use money made of metal or paper.
 - b. The decimal system is based on the number 10.
 - c. The American dollar is equal to 50 cents.
 - d. American paper bills are wider and longer than English paper bills.
2. Which of these coins are American? Which ones are English?

a. shilling	e. quarter	i. dollar
b. dime	f. half crown	j. sixpence
c. florin	g. halfpenny	k. threepence
d. nickel	h. half-dollar	

Understanding words

Find words in the lesson that mean: (a) not easy to handle, (b) not light, (c) the worth of money, (d) a piece of paper money, (e) a system based on the number 10.

Interpreting ideas

1. Suppose you had paid for a 10-cent newspaper with a dollar. In what different ways might you have received your change?
2. Some people collect coins from different countries. Why is this an interesting hobby?

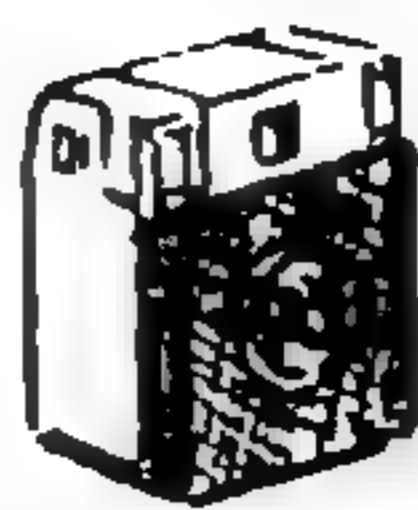
Let's talk and write about the money systems of the United States and Great Britain

1. Who decides on a money unit and its standard of value?
2. What is the usual standard of value?
3. Why do governments issue paper money?
4. What is the unit of currency in the United States? In Great Britain?
5. The dollar is based on the decimal system. What is the decimal system based on?
6. Is the currency of your country based on the decimal system? Can you count your coins in units of ten?
7. Is the pound sterling based on the decimal system?
8. What can you buy for a dime in America? For a shilling in England?

GRAMMAR

Modal perfect with *might have* + past participle

Situation: Sam Jones gave his son Bill five dollars for his birthday. Bill spent the money yesterday, but we don't know what he bought.



a book	a pen	a shirt	a tie	a camera	a watch	a coat	shoes
\$3.00	\$1.00	\$4.00	\$2.00	\$15.00	\$28.00	\$25.00	\$15.00

Model: He might have bought the book he wanted.

He couldn't have bought the camera he wanted.

13.1 Make statements with *might have* and *couldn't have*. Use the chart.

Model: S1: Did Sam buy the book he wanted?

S2: He might have. It only costs three dollars.

S2: Did Sam buy the shoes he wanted?

S3: No, he couldn't have. They cost fifteen dollars.

13.2 Make conversations like that in the model. Use the chart.

13.3 Give the appropriate affirmative or negative comment after *but*.

1. The hunter didn't trade his meat for beans, but/could
2. The farmer traded his beans for corn, but/should
3. Sam Jones didn't work in the library, but/could
4. Sam didn't buy the coat, but/should
5. Stuffy didn't eat the whole pie, but would
6. The snake didn't bite Sam, but/could
7. They bought wives with stone coins, but should
8. I don't believe Stuffy ate the pie, but/might
9. She paid a dollar for the pencil, but/should
10. I don't think Sam said no, but might

**Model: Sam didn't pay his grocery bill.
But he should have, shouldn't he?**

13.4 Complete the sentences by following the model.

1. Sam didn't remember his wife's birthday.
But he should _____?
2. I don't think Sam wrote that letter.
But he could _____?
3. I didn't get change for the twenty-dollar bill.
But you could _____?
4. I didn't give Sam change for the ten-dollar bill.
But you would _____?
5. Bill spent all his money on candy.
But he shouldn't _____?
6. Stuffy said he was going to sell his grandfather's gold watch.
But he wouldn't _____?
7. Ken said he refused the money.
But he couldn't _____?
8. Ken refused to give Kathy the money.
But he shouldn't _____?

Irregular past forms

Notice that *drive* changes the vowel in the past tense and past participle. The past participle also adds *-(e)n*.

Model: drive (base) drove (past) driven (past participle)

Other verbs like *drive*: *ride, write, rise*.

Notice that *fly* also changes the vowel in the past tense and past participle. The past participle adds *-n*.

Model: fly (base) flew (past) flown (past participle)

Notice that *come* and *run* have a different vowel in the past tense, but the base and the past participle are the same.

**Model: come (base) came (past) come (past participle)
run ran run**

13.5 Repeat the sentences in both columns after your teacher. Then your teacher will say the sentences in column 1 and you will say the sentences in column 2.

- | | |
|--|-----------------------------------|
| 1. I don't know whether Sam drove slowly or not. | He might have driven slowly. |
| 2. I don't know whether Sam rode the horse or not. | He might have ridden the horse. |
| 3. I don't know whether Sam wrote the letter or not. | He might have written the letter. |
| 4. I don't know whether Sam flew to New York or not. | He might have flown to New York. |
| 5. I don't know whether Sam came early or not. | He might have come early. |
| 6. I don't know whether Sam ran fast or not. | He might have run fast. |

13.6 Tell what Sam might have done.

- | | |
|------------------------------|----------------------------|
| 1. Where did Sam drive? | 4. Where did Sam fly? |
| 2. What animal did Sam ride? | 5. When did Sam come home? |
| 3. Who did Sam write to? | 6. How far did Sam run? |

COMPOSITION

Write a short composition (one to three paragraphs) about each of the following subjects:

1. American and British coins
2. American and British paper money
3. Pretend that someone gave you five dollars (or the equivalent in your money) last week. Tell what you might have bought with it. Tell what you couldn't have bought with it.

"There are three chief kinds of money: (1) *currency*, including coins and paper; (2) *gold and silver bars*; (3) *deposits in banks*." —*World Book Encyclopedia*, vol. 13, p. 588

Lesson Fourteen: BANKS AND BANKING

A bank will keep your money safe, or it will lend you money. But its services do not stop there.

Banks were developed to keep people's money safe and to make it available when they needed it.

Since money was invented, people have been borrowing and lending it. Italy had famous money-lenders. In fact, the word *bank* comes from *banco*, the Italian word for bench, for the moneylenders used to sit on benches.

Before there were banks, these services were provided elsewhere. Long ago some people took their treasures to the temples for safekeeping. Jewelers also took valuable objects for safekeeping, and when people needed money, they could borrow from them. But some people did not trust others to keep their money. When they had more than they needed, they bought things as a way of keeping their wealth. Some men bought cattle. Others bought land. Still others bought valuable jewels and objects of gold and silver.

A modern bank accepts people's money for safekeeping. It also lends money and offers many other services. The experience of a businessman will show some of these. James Jones has a furniture store and buys his goods from different parts of the country. It isn't convenient for him to send money through the mail, and he doesn't want to keep big sums of money in his store or in his home. So he goes to the bank and opens a *checking account*. He puts money in the bank regularly, and the bank keeps it until he writes checks for that amount. When Mr. Jones orders furniture from another city, he simply writes a check which looks like the one on the following page. This check is as good as money to the owner of the Modern Furniture Company. He can take it to his bank and cash it, that is, he can get money for it.

Now and then Mr. Jones deposits money in a *savings account* at the bank. The bank then uses this money and pays him a certain percentage on each dollar every year. For example, if he deposits \$1,000 and the bank pays him 4 percent, he will have earned \$40 at the end of the year. This payment is called *interest*. Of course, he doesn't write checks on his savings account.

Mr. Jones can usually borrow from the bank if he needs money. If the bank lends him money, he must pay interest for its use. He arranges for a bank loan at the *loan department*. Sometimes, instead of putting his money in a savings account, Mr. Jones wants to invest

it in some business firm, and he may ask the *investment department* of his bank for advice.

Mr. Jones does other business at the bank, too. He has the *insurance department* take care of the insurance on his store and house; that is, he agrees to pay regular premiums and the bank agrees to pay him a certain amount of money in case of fire or other damage to his

		No. <u>205</u>
		Date <u>March 18, 1964</u>
Pay to the order of	<u>The Modern Furniture Company</u>	\$ <u>250.⁰⁰</u>
<u>Two hundred and fifty and ^{no}/100</u>		<u> </u> Dollars
AMERICAN SECURITY & TRUST CO.		
Fairfield	<u>James J. Jones</u>	

property. When he travels, he buys *traveler's checks* from the bank to use instead of money. And he rents a *safe-deposit box* in the bank for his valuable papers.

Mr. Jones gets still other services from the bank. A man in the *estate department* helped him write his will. When Mr. Jones dies, the bank will settle his affairs and advise his family what to do about the business.

It's hard to imagine what our complex business affairs would be like without the services of a bank.

Understanding ideas

1. Find two sentences that are not true:
 - a. Some people did not trust others to keep their money.
 - b. A bank is a place where people can put their money for safe-keeping.
 - c. People can write checks on their savings accounts.
 - d. Banks lend money without charging interest.

2. Match the different departments of a bank with the services they offer.

- | | |
|---------------------------------|--|
| <i>a.</i> savings department | <i>a.</i> accepts a person's money and cashes his checks |
| <i>b.</i> estate department | <i>b.</i> helps a person write his will |
| <i>c.</i> insurance department | <i>c.</i> pays a person interest on money he keeps in the bank |
| <i>d.</i> loan department | <i>d.</i> insures a person's house against loss |
| <i>e.</i> investment department | <i>e.</i> lends money to a person, charging him interest |
| <i>f.</i> checking department | <i>f.</i> gives a person advice on investing money |

Understanding words

Find words in the lesson that are opposites of these words: (*a*) lend, (*b*) worthless, (*c*) simple, (*d*) save, (*e*) now and then.

Interpreting ideas

1. If you save any money, is it better to keep it in your house or in a bank? Why?
2. Which services in a bank could you make use of now? Which ones might you make use of later?

Let's talk and write about banks

1. Why were banks developed?
2. Where does the word *bank* come from?
3. What are some of the ways in which people used to keep their wealth?
4. How does a checking account work?
5. How does a savings account work? What is interest?
6. What does a loan department do?
7. What does an investment department do?
8. What does an insurance department do?
9. Why does Mr. Jones rent a safe-deposit box?
10. What is a will? What will the bank do when Mr. Jones dies?

GRAMMAR

Modal perfect with will have + past participle

Situation: The bank pays 4 percent interest on deposits made in savings accounts. It pays twice a year, on July 1 and December 31. The Joneses and the Browns started savings accounts on January 1.

	James Jones	Sam Jones	Bill Jones	Doug Brown	Mary Brown
deposit:	\$1,000.00	\$500.00	\$10.00	\$450.00	\$18.00
interest:	\$ 20.00	\$ 10.00	\$.20	\$ 9.00	\$.36

Model: S1: How much interest will James Jones have earned by July 1?

S2: He will have earned \$20.00 interest by July 1.

(Interest = \$1,000.00 \times .04 \times ½ year)

- 14.1 Make conversations like those in the model. Use the items in the chart.

Situation: Bill Jones wants Mike Moore to go to the movies tonight. Mike has many things to do:

He has to deliver the evening papers at 4:30.
 He has to help his father before dinner.
 He has to eat dinner from 6:00 to 7:00.
 He has to clean the yard after dinner. It won't take him long.
 He has to call Kathy right after dinner.

Model: Mike will have finished his work by 8:00.

Will Mike have finished his work by 8:00?

Yes, he will. He will have finished it by then.

Will Mike have finished his work by 5:00?

No, he won't. He won't have finished it by then.

- 14.2 Change the statements to questions. Then give short and long answers. Refer to the information above the model.

1. Mike will have delivered the papers by 4:30.
2. Mike will have helped his father by dinnertime.
3. Mike will have eaten his dinner by 6:00.
4. Mike will have cleaned the yard before dinnertime.
5. Mike will have called Kathy by 8:00.

Situation: Mike Moore is in his first year of high school. He'll go to high school for four years. He's going to study these subjects:

science 4 years	English 4 years	Spanish 2 years	history 3 years	mathematics 3 years
--------------------	--------------------	--------------------	--------------------	------------------------

Model: Before Mike graduates, he will have studied English for four years.

14.3 Make statements like those in the model. Use the items in the chart.

Model: S1: Will Mike have studied English for four years?

S2: Yes, he will. He will have studied it for four years.

S1: Will Mike have studied Spanish for four years?

S2: No, he won't. He will have studied it for two years.

14.4 Practice conversations like those in the model. Use the chart above the model for 14.3.

14.5 Make complete questions and statements with *will have* + past participle.

1. she/graduate by next June

Will she have _____?

She will have _____.

2. Mike/finish by eight o'clock

Will Mike _____?

Mike will _____.

3. the movie/start by eight thirty

Will _____?

The movie _____.

4. by next month Mr. Jones/pay back all the money he borrowed

Will _____?

By _____.

5. Bill saves 10 cents a week. He/save \$5.20 by the end of the year.

Will _____?

He _____.

Irregular past forms

Notice that the following verbs have the same vowel in the base and past participle. The past participle adds *-(e)n*.

Model: blow (base) blew (past) blown (past participle)

Other verbs like *blow*: *grow, know, throw*.

Model: shake (base) shook (past) shaken (past participle)
take took taken

The following verbs should be memorized separately: *draw, give, see, fall, eat*.

14.6 Supply the verb form with *will have* + past participle.

1. By this afternoon the wind (*blow*) all the leaves away.
2. He's spending his money too fast. By tonight he (*throw*) it all away.
3. By next year I (*take*) all the English courses in my school.
4. By the end of the month I (*draw*) all my money out of the bank.
5. By next Friday Sam (*give*) five speeches.
6. Before the week is over, they (*see*) three movies.
7. Sam (*eat*) dinner by eight o'clock.

COMPOSITION

Write a short composition on one of the following subjects:

1. The services a bank provides.
2. Borrowing and lending money among friends. (A character in Shakespeare's play *Hamlet* says: "Neither a borrower, nor a lender be; for loan oft loses both itself and friend.")
3. "I'm going to save (ten cents) every week." Finish the paragraph by telling how much you will have saved in a month, in six months, in a year, in five years, and in ten years.

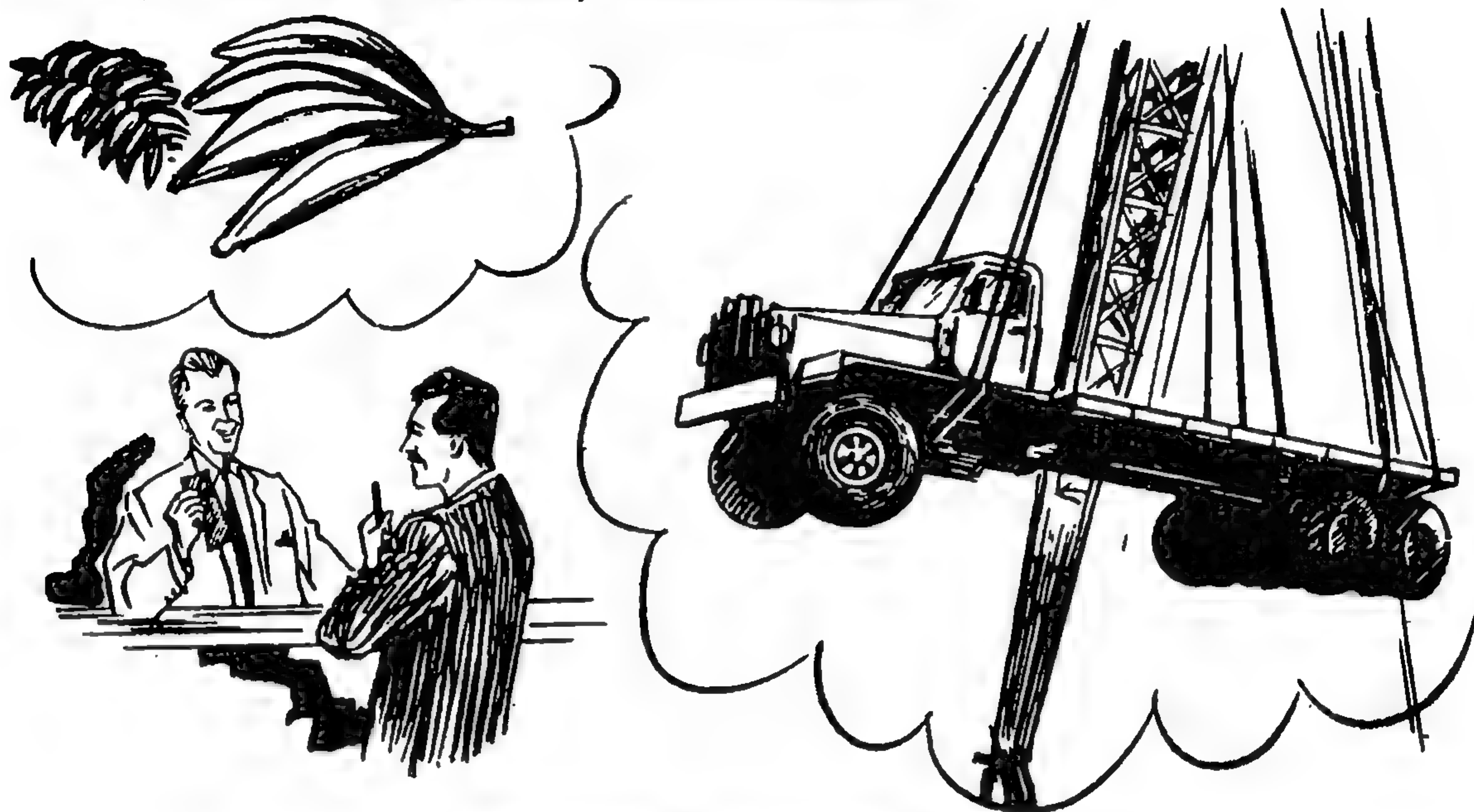
"Banking is the business of receiving, safeguarding, and lending money." —*World Book Encyclopedia*, vol. 2, p. 62

Lesson Fifteen: INTERNATIONAL TRADE

As countries know each other better, international trade becomes more and more important.

Today every country in the world buys from other countries and sells to them. In a way this trade between countries is like the bar-

ter of long ago. If one country has more bananas than it can use, but no trucks, it may exchange them with another country that has more trucks than it can use, but no bananas.



Exchanging bananas for trucks

Trade among nations has been going on for a long time. The first international traders were Phoenician merchants who traveled in long caravans from one desert oasis to another. Suppose you could have watched the camels in the long caravans. They might have been carrying great rolls of silks or bags of spices, or they might have been carrying precious stones, gold and silver, and cakes of salt.

Later, merchants traveled farther and found more goods to trade. The routes these merchants traveled were named after the goods carried over them. Silk from China was carried through Middle Asia over the Silk Road. Salt was carried in great caravans over the Salt Road in Africa. And later in the New World donkeys carried fortunes of gold and silver from South America over the famous Gold Road.

The things a country sells to another country are called *exports*. The things a country buys from another country are called *imports*. Payment for imports and exports is made through a system called *foreign exchange*. Foreign exchange works like this. The value of

the money of one country in relation to the money of other countries is agreed upon. For instance, an American dollar or a British pound sterling is worth certain amounts in the money of other countries. These *rates of exchange* vary from time to time. Sometimes a United States dollar is worth twelve pesos in Mexico. Another time it may be worth eight pesos.

Today international trade is big business. Hundreds of business houses and banks are engaged in work connected with international trade. Wholesale houses buy in large quantities from other countries. They sell in smaller quantities to shopkeepers and other merchants. In turn these merchants and shopkeepers sell in still smaller amounts to individual buyers.

In transactions in international trade, actual money does not usually change hands. What happens may be something like this. Suppose that last year the Plantation Banana Company of Ecuador had wanted to buy fifty trucks from the Tractor and Truck Company of the United States. First the Plantation Banana Company would have instructed its bank in Ecuador to charge its account for the necessary money. Next the bank in Ecuador would have instructed its agent bank in the United States to establish a *letter of credit* in the same amount. This agent bank would then have paid the Tractor and



Truck Company when it sent the trucks. In the same way, if a fruit dealer in the United States had wanted to buy a shipment of bananas from Ecuador, he would have instructed his bank in the United States to open a letter of credit with its agent bank in Ecuador.

Transactions like this are happening all over the world as international trade is becoming more and more important.

Understanding ideas

1. Find two sentences that are not true:
 - a. Trade between countries is like barter between people.
 - b. Countries must disagree on the value of their money.
 - c. International trade is a small business today.
 - d. In international trade a letter of credit may take the place of money.

Find in the lesson the names of things traded by these countries long ago: Phoenicia, Africa, South America, China.

Understanding words

Find words in the lesson that mean: (a) things a country sells to another country, (b) things a country buys from another country, (c) trade between countries, (d) value of the money of one country in relation to the money of another country, (e) a substitute for actual money in international trade, (f) a business house that buys in large quantities from other countries.

Interpreting ideas

1. Why is international trade a "big business" today?
2. If you were coming to England or America to study, what would you want to know about the rates of exchange? Why?
3. How could you transfer the money you would need ~~without~~ carrying all of it?

Let's talk and write about international trade

1. How is international trade like barter?
2. Who were the first international traders?
3. Where was the Silk Road? The Salt Road? The Gold Road?
4. What is the difference between imports and exports?
5. What is a letter of credit?

GRAMMAR

Modal perfect progressive with modal + have been + present participle



Situation: This morning James Jones was at the bank.

Model: S1: What was James doing at the bank?

S2: I don't know what he was doing. He could have been depositing money.

- 15.1 Make conversations like those in the model. Use these guide words: *cash a check, borrow some money, make a payment, ask about investments, take out insurance.*

Model: I wonder what he could have been doing at the bank.
He couldn't have been making out a will, could he?

- 15.2 Make two sentences like those in the model. Use these guide words: *get a letter of credit, get another loan, sell his house, buy a new car, take out more insurance.*

Situation: Stuffy does everything that Mike does. Last night they were supposed to study together. But when Mrs. Moore saw them, they were playing cards. It was Mike's fault.

Model: If Mike had been studying, Stuffy would have been studying, too.

- 15.3 Add the main clause:

1. If Mike had been working, _____.
2. If Mike had been reading, _____.
3. If Mike had been writing, _____.
4. If Mike had been talking, _____.
5. If Mike had been singing, _____.
6. If Mike had been thinking about his lessons, _____.
7. If Mike had been preparing for the test, _____.
8. If Mike had been sitting at the desk, _____.
9. If Mike had been listening to the radio, _____.
10. If Mike had been looking out the window, _____.

Situation: When Mr. Smith went into Stuffy's room last night, he found Stuffy listening to the radio.

Model: Stuffy should have been doing his homework.
He shouldn't have been listening to the radio.

- 15.4 Tell what Stuffy should have and shouldn't have been doing. Use these guide words: *study/sleep, work/eat, clean his room/ listen to records, write his composition/think about the football game, prepare for the history test/play cards.*

Model: Mr. Smith looked worried. I'm not sure why.
He might have been thinking about his bills.

- 15.5 Guess about what Mr. Smith might have been doing.

1. Mr. Smith didn't answer the telephone. I know he was home.

He/take a bath _____.

2. Mr. Smith wasn't in his boat when I looked for him.

He/swim _____.

3. Mr. Smith wasn't around when his wife wanted him to mow the lawn.

He/play golf _____.

4. Mr. Smith didn't hear the doorbell ring.

He/listen to the radio _____.

5. Mr. Smith passed me without speaking.

He/think about something _____.

- 15.6 Use modal + *have* + past participle, or modal + *have been* + present participle.

1. I gave Mr. Jones a check yesterday. He could/cash it by now.

2. I don't know what Mr. Jones was doing at the bank. He could/cash the check.

3. Bill went to the movie last night. He had a test today. He should/study.

4. Bill was listening to the radio when I saw him last night. He should/study.

5. Mr. Jones isn't here now. He said he was going to dinner. He must/leave.

6. I saw Mr. Jones driving home. It was dinnertime. He must/go to dinner.

Irregular verb forms

1. build	15. meet	29. sleep	43. bring	57. blow
2. tell	16. bite	30. begin	44. drive	58. win
3. bend	17. freeze	31. think	45. sell	59. drink
4. creep	18. break	32. feed	46. ride	60. find
5. grow	19. lend	33. read	47. catch	61. write
6. hang	20. deal	34. choose	48. ring	62. strike
7. know	21. send	35. teach	49. feel	63. fly
8. wind	22. bleed	36. forget	50. shrink	64. buy
9. throw	23. shake	37. come	51. sing	65. draw
10. keep	24. sting	38. lead	52. spend	66. eat
11. speak	25. swim	39. run	53. take	67. sweep
12. steal	26. lose	40. give	54. see	68. go
13. fall	27. spring	41. weave	55. say	
14. weep	28. sink	42. leave	56. dig	

15.7 The list above contains the irregular verbs that were drilled in Lessons Five through Fourteen. Pronounce the base, the past tense, and the past participle of each verb.

COMPOSITION

Write short compositions (one, two, or three paragraphs) about each of the following subjects:

1. The things your country imports
2. The things your country exports
3. The things your country wants to export and will be able to export sometime in the future

“The exports and imports of countries throughout the world make them dependent on each other to obtain the basic necessities of life.” —*World Book Encyclopedia*, vol. 5, p. 353

UNIT IV: INTERESTING JOBS

Lesson Sixteen: AIRLINE STEWARDESS

Doris was busy every minute after she boarded the plane.

Doris Green straightened the jacket of her uniform and put on her small blue hat. She was

ready to board the plane.

This was a big day, the day of her first flight as airline stewardess. She was excited but not worried. During an intensive six-week course she had done all the things that she would do on an actual flight. In a cabin that was exactly like the one she would fly in today, she had learned about the plane. She had learned how to use the safety equipment, and she had learned what to do in case of a crash landing. She had also learned about the needs of the passengers, for it was her job to help them all during the flight.

Doris had the right qualifications for her job. She was the right height. She was 5 feet 3 inches—stewardesses can't be under 5 feet 2 inches or over 5 feet 8 inches—and her weight was right for her height. If she ever got to be over 130 pounds, she would have to diet or lose her job. She was single and over twenty-one years of age. She had good eyesight and a pleasing personality. Since Doris spoke another language besides English, she would have an advantage if she ever wanted to go on the overseas flights.

Doris reached the airport in time to board the plane with the rest of the crew. When the flight was announced and the passengers came aboard, Doris was at the door to greet them. As soon as the passengers were aboard, she checked to see that seat belts were fastened, and then she took the coats and hats and hung them up before the plane took off.

As soon as the plane was in the air, Doris arranged the trays for lunch and carried them out two by two to the passengers. She warmed milk in the bottle for a baby and brought it to the woman traveling with three children. She had no sooner finished serving the last passenger than she began to carry out the empty trays of those served first. She served more coffee and began to clear things up after the lunch. If a passenger needed anything, he pushed a button. This button made a light flash on. When she saw the light, Doris went to see what the passenger wanted. Someone wanted an

aspirin, someone else wanted to ask about hotel reservations, and someone else wanted to know about connections at the end of this flight.

No sooner had she answered the questions than the *Fasten Seat Belts* sign went on. After Doris saw that the belts were fastened, she brought the hats and coats. When the *No Smoking* sign went on, Doris sat down and fastened her seat belt, too. While she was waiting for the plane to land, she looked at a magazine.



Passengers coming aboard

The wheels of the plane touched the ground. The plane taxied to the gate. The engines stopped. The *Fasten Seat Belts* and *No Smoking* signs went out. As the passengers were getting off, Doris stood at the door to say good-bye. "Thank you," they said as they passed her. "A fine trip," a man said. Doris smiled. It *had* been a fine trip, this first trip as an airline stewardess.

Understanding ideas.

1. Find two sentences that are not true:
 - a. Doris took a six-month course to train for her work.
 - b. Doris was the right height and weight.
 - c. Doris spoke English and one other language.
 - d. Doris came aboard with the passengers.

2. Arrange these duties in the order that Doris followed:

- | | |
|---------------------------------|--|
| a. greeted the passengers | f. arranged the trays for lunch |
| b. warmed milk for a baby | g. carried the trays to the passengers |
| c. told the passengers good-bye | |
| d. hung up hats and coats | h. gave a woman an aspirin |
| e. carried out the empty trays | |

Understanding words

Find words in the lesson that mean: (a) a room in a plane, (b) not married, (c) a pleasing manner, (d) flight across the sea, (e) on or into a plane.

Interpreting ideas

1. Do you think you would qualify as an airline stewardess? Why or why not?
2. Why should an airline stewardess be able to speak at least two languages?
3. Why do airlines use the signs *No Smoking* and *Fasten Seat Belts*?

Let's talk and write about Doris's first flight

1. What did Doris wear?
2. Where did she "learn about the plane"?
3. What did Doris learn to do?
4. What are the qualifications that a stewardess must have?
5. What did Doris do when the passengers first came aboard?
6. What did she do as soon as the plane was in the air?
7. What happened when the plane landed?
8. What did the passengers say to Doris as they left the plane?

GRAMMAR

Clauses with when and as soon as

Model: The passengers will come aboard. Doris will greet them.
When the passengers come aboard, Doris will greet them.

As soon as the passengers come aboard, Doris will greet them.

16.1 Follow the model above and combine the two sentences into one sentence with a *when* clause.

1. The bus will arrive. Doris will leave for the airport.

When _____.

2. The flight will be announced. The passengers will come aboard.

When _____.

3. The passengers will be aboard. Doris will check their seat belts.

When _____.

4. The plane will be in the air. Doris will serve lunch.

When _____.

5. The sign will go on. The passengers will fasten their seat belts.

When _____.

16.2 Repeat the exercise above, using *as soon as* instead of *when*.

Model: The passengers came aboard. Doris greeted them.

When the passengers came aboard, Doris greeted them.

Doris greeted the passengers when they came aboard.

As soon as the passengers came aboard, Doris greeted them.

Doris greeted the passengers as soon as they came aboard.

16.3 Follow the model above. Combine the two sentences into a single sentence with (a) a *when* clause at the beginning, (b) a *when* clause at the end, (c) an *as soon as* clause at the beginning, and (d) an *as soon as* clause at the end.

1. The bus arrived. Doris left for the airport.

When _____

Doris left _____ when _____.

As soon as _____

Doris left _____ as soon as _____.

Continue with the sentences in 16.1.

Clauses with until and while

Model: Wait in the airport. Your flight will be announced.
Wait in the airport until your flight is announced.

16.4 Follow the model above and combine the two sentences into a single sentence with an *until* clause.

1. Wait here. Your ticket will be ready.

Wait _____

2. Keep your hat. The stewardess will hang it up.

Keep _____

3. Keep your seat belt fastened. The pilot will turn off the sign.

Keep _____

4. Keep your tray. The stewardess will take it.

Keep _____

5. Stay in your seat. The plane will come to a complete stop.

Stay _____

6. Stand here. The door of the plane will be opened.

Stand _____

7. Stay here. The bus will leave for town.

Stay _____

Model: Doris will read the paper while she waits for the bus.

Doris will read the paper while she is waiting for the bus.

Doris reads the paper while she waits for the bus.

Doris reads the paper while she is waiting for the bus.

Doris is reading the paper while she is waiting for the bus.

Doris read the paper while she waited for the bus.

Doris read the paper while she was waiting for the bus.

Doris was reading the paper while she was waiting for the bus.

16.5 Follow the model. For each group of words make eight statements with *while* clauses.

1. Doris hang up the coats/she wait for the takeoff

2. Doris serve coffee/the passengers eat

3. Doris watch the two children/their mother feed the baby

4. the *No Smoking* sign be on/the plane land

5. the passengers wait/Doris get the lunch ready

Clauses with before and after

Model: Before Doris got on a plane, she took a training course.

16.6 Make statements with *before* and verbs in the past tense. Decide which group of words should be the *before* clause.

1. Doris become a stewardess/she spend six weeks in training
2. Doris learn to use the safety equipment/she get on a plane
3. plane take off/Doris hang up the passengers' coats
4. the passengers fasten their seat belts/the plane take off
5. plane land/the passengers fasten their seat belts

Model: After the plane was in the air, the passengers unfastened their seat belts.

16.7 Make statements with *after* and a verb in the past tense. Decide which group of words should be the *after* clause.

1. the last passenger be served/Doris eat lunch herself
2. Doris carry out the trays/the passengers finish eating
3. the plane land/the passengers unfasten their seat belts
4. the passengers fasten their seat belts/the sign go on
5. the engines stop/the passengers hurry out of the plane

16.8 Find all the time clauses in the reading and write them down.

COMPOSITION

Write a short composition about *one* of the following subjects. Use time clauses.

1. The duties of an airline stewardess
2. The qualifications of an airline stewardess
3. The training of an airline stewardess
4. The airport nearest you. How far away is it? How big is it? How many planes land and take off there every day?



"Hundreds of persons work day and night at big airports." —*World Book Encyclopedia*, vol. 1, p. 209

Lesson Seventeen: TRAINING DOGS TO SEE FOR PEOPLE

His liking for dogs and his feeling for blind people helped Bob Scott become a good trainer for Seeing Eye dogs.

Bob Scott was ready to spend a month as a blind man. This month was part of a four-year course at the Seeing Eye Institute, where dogs are trained to

see for the blind. Bob was learning how to train Seeing Eye dogs and to teach blind people how to use them. Unless he himself understood what it was like to be blind, he knew that he would never be able to teach successfully.

Months before, Bob had begun his training in the kennels, where he learned to understand the dogs and to take care of them. After he had spent several months there, he began to give the dogs simple lessons in obedience. He taught them to sit, to lie down, and to fetch. Whenever they followed his directions, Bob praised them. He also learned how to speak to dogs with just the right inflection, and how to make body and hand movements as signals to dogs.

New dogs beginning training are called "green" dogs. Most of them are German shepherds because shepherds are the best for this work. Until they are fourteen months old, they spend their time in good homes where they learn to be obedient. Then they begin their formal training. For three months the new dogs learn to take commands—to go forward, to hold back, etc.

After they learn to obey, the dogs are taught to be "intelligently disobedient." Suppose a dog's master commands him to go forward but the dog sees a hole directly in front of him, or an opening too small for him to go through, or an object his master may bump into. Then the dog must be intelligent and disobey. If he cannot use his judgment, he will never be able to take his master into all kinds of traffic.

Now Bob was ready to spend his month as a blind man—he was ready for guiding work. He met Lady, who was to be his constant companion for the next four weeks, and he took care of her just as any blind person would. He fed her twice a day, and he brushed her every day to keep her coat in good condition. He also spent hours making friends with her. Lady, like any Seeing Eye dog, would work well because she knew her master loved her.

Day and night during this time Bob wore a light-roof shade over

his eyes, and Lady wore a harness to which a leather-covered handle was fastened. Bob held the handle with his left hand and followed every movement of the dog's body. He felt awkward at first, but after weeks of practice he and Lady began to move almost as one. Soon he would be teaching his blind students to walk with equal assurance.



He takes his master into all kinds of traffic

Bob Scott's month of being "blind" was over at last. It was the longest four weeks he had ever known. As he pulled the shade off, he blinked at the light. Then he reached down and patted the dog beside him. "Good girl, Lady," he said, and the dog wagged her tail.

"Dog has been 'man's best friend' for thousands of years. These friendly, obedient animals serve people throughout the world in work, play, and sport. Dogs live near the Eskimo's igloo, in jungle villages, in farm homes, and in city apartments." —*World Book Encyclopedia*, vol. 5, p. 216

Understanding ideas

1. Find two sentences that are not true:
 - a. Bob wore a lightproof shade over his eyes for four months.
 - b. His companion dog was named Lady.
 - c. His training course lasted four years.
 - d. A “green” dog is a trained dog.
2. Arrange these things in the order that Bob learned them:
 - a. to care for dogs and know them thoroughly
 - b. to guide Lady
 - c. to speak to the dogs with the right inflection
 - d. to teach the dogs simple lessons in obedience
 - e. to teach the dogs to be intelligently disobedient

Understanding words

Find words in the lesson that mean: (a) tone of voice, (b) a dog that “sees” for his master, (c) a place where dogs are kept, (d) dogs that are beginning training, (e) what the dog wears.

Interpreting ideas

1. Why was experience important in training Bob for his job?
2. What other jobs do you know that require experience as a part of training?
3. Do you know any other tasks that dogs can be trained to do?

Let's talk and write about Seeing Eye dogs

1. How long was Bob Scott “blind”? Why was this necessary?
2. Where did Bob begin his training?
3. What did Bob do whenever the dogs followed his directions?
4. What are “green” dogs?
5. What kind of dog is used for Seeing Eye training?
6. What commands do the new dogs learn?
7. Why must the dogs be “intelligently disobedient”?
8. When does the blind person walk with assurance?

GRAMMAR

Clauses with until and as soon as

Model: How long is Bob going to work in the kennels?
Until he's learned how to take care of the dogs.

17.1 Follow the model above and answer the questions with *until* clauses.

1. How long is Bob going to wear a lightproof shade?
Until (*learn what it's like to be blind*).
2. How long is Bob going to stay with Lady?
Until (*learn how to walk with assurance*).
3. How long are the dogs going to be trained?
Until (*learn how to walk in all kinds of traffic*).
4. How long are the new dogs going to stay in homes?
Until (*learn how to be obedient*).
5. How long is Bob going to practice hand signals?
Until (*learn how to use them without thinking*).

Model: When will Bob begin to teach?
As soon as he's finished his training.
He'll begin to teach as soon as he's finished his training.

17.2 Follow the model above and give two answers with *as soon as*.

1. When will Bob begin teaching?
As soon as (*finish his four-year course*).
He'll begin teaching _____.
2. When will Bob brush Lady?
As soon as (*finish feeding her*).
He'll brush Lady _____.
3. When will Bob begin guiding work?
As soon as (*finish his training in the kennels*).
He'll begin guiding work _____.
4. When will the dogs walk in traffic?
As soon as (*learn how to take commands*).
They'll walk in traffic _____.
5. When will the dogs be taught to be disobedient?
As soon as (*learn how to obey commands perfectly*).
They'll be taught to be disobedient as soon as _____.

17.3 Practice the following conversations:

S1: Bob is working in the kennels.

S2: How long is he going to work there?

S1: Until he's learned how to take care of the dogs.

S1: Bob is wearing a lightproof shade.

S2: How long is he going to wear it?

S1: Until he's learned what it's like to be blind.

S1: Bob is taking care of Lady.

S2: How long is he going to take care of her?

S1: Until he's finished his guiding work.

S1: The new dogs are staying in homes.

S2: How long are they going to stay in homes?

S1: Until they've learned to be obedient.

S1: Bob is practicing hand signals.

S2: How long is he going to practice them?

S1: Until he's learned how to use them without thinking.

17.4 Practice the following conversations:

S1: When is Bob going to begin teaching?

S2: As soon as he's finished the four-year course.

S1: When is Bob going to begin guiding work?

S2: As soon as he's finished his training in the kennels.

S1: When is Bob going to brush Lady?

S2: As soon as he's finished feeding her.

S1: When are the dogs going to walk in traffic?

S2: As soon as they've learned how to take commands.

S1: When is Bob going to take off the lightproof shade?

S2: As soon as he's finished his month in guiding work.

S1: When is Bob going to praise Lady?

S2: As soon as she's obeyed his command.

17.5 Fill in the blanks with *until* or *as soon as*. Refer to the reading.

1. Lady will learn to obey signals _____ they've been given.
2. Bob won't begin guiding work _____ he's finished training in the kennels.
3. He'll keep training Lady _____ she can follow all the signals.
4. He'll start to teach _____ he's finished his training.
5. The dogs won't be trained _____ they're fourteen months old.

COMPOSITION

Write a short composition about one of the following subjects:

1. training a dog or another pet
2. things that animals can be trained to do
3. taking care of a pet
4. taking care of an animal or animals on a farm

What does this saying mean? *You can't teach an old dog new tricks.*



"A dog can be taught to obey commands because it is intelligent and wants to please. Dogs rank fifth in intelligence among animals. They were the first animals to be tamed by man." —*World Book Encyclopedia*, vol. 4, p. 216

Lesson Eighteen: FOREST RANGER

Sam Jones loved the outdoors, but he had to study forestry to become a good forest ranger.

When he was a small boy, Sam Jones liked to be outdoors. He loved to explore the woods, to walk along the streams, and to

watch the wild animals. And whenever anyone asked what he wanted to be when he grew up, his answer was always the same. "A forest ranger," he said.



Before he could become a forest ranger, Sam had to study forestry in college. During the summers he had jobs in the forest service. His first job was as a fire lookout. In the North where he lived, that work was mostly in the summer when danger of fire was greatest. As a fire lookout, Sam had to live alone in a fire tower a long distance from the fire-fighting headquarters. If he saw smoke or any other sign of fire, he had to report immediately to headquarters. It was lonely work, but he enjoyed being alone in the forest. And he wasn't completely alone, for he could talk by telephone with the other fire watchers.

Sam's love of the outdoors and his interest in woods and wildlife made a good foundation for his study of forestry. But it was only a foundation. Since he develops and protects the resources of a forest, a forest ranger must know about trees and soils, about wildlife, about water conservation, and about the ways people use forests for recre-

ation. He must know how to survey land, plan roads through the trees, and harvest logs. He is trained to control the cutting of trees in such a way that the forest grows even more trees than it would if it had been left to grow wild. A forest ranger must also know how to fight fires and to stop damage to trees from insects and diseases. All these things Sam learned at college.

But the forest ranger not only works with trees and soil and water. He works with people. He can tell them how to protect forests and use them wisely. While he points out where the biggest fish can be caught, he also explains how the forest affects the water supply. While he points out where the biggest deer can be found, he also explains the importance of protecting the wildlife.

After he finished college, Sam got a job with the forest service and was sent to Yellowstone Park. He liked his job because he met a great many people from all over the world. Every day during the summer season, the park was crowded with people. Sam liked to answer their questions about the geysers and the wildlife. Everyone was interested in the famous Old Faithful geyser. And everyone wanted to see the bears, the buffalo, and the other animals. Best of all, Sam's job kept him outdoors.

Some of Sam's friends chose different types of jobs. Some went with the forest service and became teachers of forestry, some chose research, and some decided to work in private business. Lumber companies have lots of jobs for graduates of forestry schools. But outdoors or in, Sam and his friends enjoy the kind of work they do.

The resources of a forest



wood



forage



water



wildlife



recreation

Understanding ideas

1. Find two sentences that are not true:
 - a. Sam got a job with the forest service after he finished college.
 - b. He never thought of being a forest ranger until he grew up.
 - c. Sam liked to work indoors.
 - d. Sam had to live alone as a fire lookout.
2. Which of these things did Sam learn as a fire lookout? Which ones did he learn in college? Which ones did he learn working in Yellowstone Park?
 - a. to live alone
 - b. to know trees and soil
 - c. to survey land
 - d. to watch for smoke
 - e. to meet people and answer their questions
 - f. to plan roads through a forest
 - g. to stop damage to trees from insects and diseases
 - h. to control the cutting of trees

Understanding words

Find words in the lesson that mean: (a) the place where Sam had to report a fire, (b) a famous geyser in Yellowstone Park, (c) the college course that prepares forest rangers, (d) a person who watches for forest fires.

Interpreting ideas

1. How could Sam's love of the outdoors make him a better forest ranger?
2. If you could meet Sam, what questions would you ask him about his work?
3. What interests did you have as a child that may help you choose a career?

Let's talk and write about forestry

1. What did Sam Jones like to do when he was a small boy?
2. What did Sam do during the summers when he was in college?
3. What does a fire lookout have to do?
4. Where did Sam work after he finished school?
5. Where did some of Sam's friends work?
6. Would you like to be a forester? If so, why? If not, why not?

GRAMMAR

Clauses with when, as, while, after, before

Model: Sam was looking out of the tower. The fire broke out.
Sam was looking out of the tower when the fire broke out.

18.1 Combine the two sentences into a single sentence with a *when* clause.

1. Sam was walking on a log. He fell into the stream.

2. Sam was exploring the woods. He found the big cave.

3. Sam was watching the deer. He saw the big black bear.

4. Sam was going to college. He started to work in the forest.

5. Sam was talking to another fire watcher. A fire broke out.

6. Sam was getting water from the stream. The storm came.

Model: Sam's wife called him. He was just going out the door.
Sam's wife called him (just) as he was going out the door.

18.2 Combine the two sentences into a single sentence with a (*just*) *as* clause.

1. Sam left. His wife was just asking about the lawn.

2. Doug saw Sam. Sam was just leaving the house.

3. Sam waved to Doug. Doug was just driving away.

4. Sam's wife saw him. He was just walking across the street.

5. Doug drove by. Sam's wife was just calling him.

6. Doug asked Sam to go fishing. Sam was just starting to mow the lawn.

Model: Sam was mowing the lawn while his wife was washing the dishes.

18.3 Make statements with *while* clauses. Use the past progressive in the main clause and the *while* clause.

1. clean up the yard/clean up the kitchen
2. wash the car/wash the clothes
3. dig the weeds/wash the windows
4. plant the seeds sweep the sidewalk
5. clean up the garage/iron the clothes

Model: Sam had a glass of milk before he went to bed.
Sam had a glass of milk before going to bed.

18.4 Make two statements like those in the model.

1. mow the lawn go fishing
2. change his clothes/get into the car
3. check his pole/put it into the car
4. buy some bait/go to the lake
5. park his car/rent a boat
6. wait for Doug/put the boat in the water
7. look at the lake/decide where to fish
8. rest a few minutes start to fish
9. fish for an hour/catch anything
10. catch two little fish/catch a big one

Model: Sam ate dinner early. He left afterward.
He left after eating dinner. He left after he ate dinner.

18.5 Add three statements like those in the model.

1. Sam put out the fire.

He relaxed (afterward).

He relaxed (after putting out the fire).

He relaxed (after he put out the fire).

2. Sam ate lunch early

He went fishing _____.

He went fishing _____.

He went fishing _____.

3. Sam talked about the geysers.
 He talked about the wildlife _____
 He talked about the wildlife _____
 He talked about the wildlife _____
4. Sam finished college when he was twenty-one.
 He went to work _____
 He went to work _____
 He went to work _____
5. Sam said no.
 He changed his mind _____
 He changed his mind _____
 He changed his mind _____

18.6 Fill in the blanks with the correct time conjunctions. Refer to the reading and the model sentences in this lesson.

1. _____ he was a small boy, Sam Jones liked to be out of doors.
2. _____ he could become a forest ranger, Sam had to go to college.
3. _____ he finished college, Sam got a job with the forest service.
4. Sam was looking out of the tower _____ the fire broke out.
5. Sam's wife called him _____ he was going out the door.
6. Sam was mowing the lawn _____ his wife was washing the dishes.
7. Sam had a glass of milk _____ he went to bed.
8. Sam left _____ he ate dinner.

COMPOSITION

Write several short paragraphs about one of the following subjects:

1. forests in your country
2. how forests are protected by governments
3. what forest rangers do

"A forester must have excellent health and love the outdoors. The work involves hard physical labor and sometimes, as in fighting a fire, actual hardship." —*World Book Encyclopedia*, vol. 6, p. 349

Lesson Nineteen: SCOUTMASTER

Doug Brown wanted to be a good scoutmaster. He wanted to help boys live up to the scout law.

When the people in Fairfield decided to have a boy scout troop, everyone began to look for the right scoutmaster. Different people

suggested names. One by one the troop committee considered them. When Doug Brown's name was suggested, everyone decided that he would make a fine scoutmaster. He liked boys and made friends with them easily; he liked the outdoors; he was a good leader; he was a teacher at Fairfield High School; and he was well thought of in the town.

As soon as the troop committee had decided on Doug, Sam Jones was appointed to ask him if he would take the job. Sam reminded Doug that a scoutmaster usually served for three years without pay. But Doug felt that his time would be well spent, so he was glad to say yes.

With Doug's "yes" went much of his leisure. First of all, he had to go to a nearby town to take the basic training course for scoutmasters. That was three evening classes of three hours each. After that he took the advanced course. He visited another nearby town and watched a troop in their games and ceremonies. He studied the *Handbook for Scoutmasters* until he knew every word. Then he went alone on an overnight hike to a place in the forest where he might want to take the boys.

His work with the boys was supposed to take at least three evenings a month. But Doug knew that once the boys became more interested in their hikes and their meetings, they would want to spend more time together. He remembered this from his own boy scout days.

At first the troop was small. Doug was glad of that; it was better to start with a small group and have it grow. By the time the first meeting was held, Doug knew exactly what he would do. He explained the purpose of scouting to the boys. He organized several games and gave several short talks. Before the boys knew it, the evening meeting was over. The next three meetings went just as well, and the first hike was a great success.

Then came the night when Doug was installed in office. All the parents were there. Doug was introduced as scoutmaster and stood up and pledged to serve faithfully. Last of all, the boys came forward, faced their parents and the audience, and repeated the scout oath;

On my honor I will do my best to do my duty to God and my country and to obey the scout law: to help other people at all times, to keep myself physically strong, mentally awake, and morally straight.

Doug was sure that these boys would try to live up to the scout law. He would help them whenever he could.



Understanding ideas

1. Find two sentences that are not true:
 - a. Everyone thought Doug would make a good scoutmaster.
 - b. A scoutmaster has a lot of leisure time.
 - c. Doug decided to start with a small troop.
 - d. His first meetings didn't go very well.
2. Arrange these things in the order that Doug did them:
 - a. took a basic training course
 - b. held his first meeting with a small troop
 - c. watched troops in a nearby town
 - d. took the advanced training course
 - e. studied the *Handbook for Scoutmasters*
 - f. pledged to serve faithfully as scoutmaster
 - g. went alone on an overnight hike

Understanding words

Find words in the lesson that mean: (a) to be responsible for, (b) a long walk, (c) a serious promise or pledge, (d) established in office.

Interpreting ideas

1. Would you like to be a scoutmaster like Doug Brown? Why or why not?
2. Do you admire people like Doug who try to help others? Do you know any such people?
3. Which parts of the scout oath do you try to live up to?

Let's talk and write about Doug's second job

1. How was Doug Brown chosen for the job?
2. What qualifications did he have?
3. How long would Doug probably serve as scoutmaster?
4. How much would Doug get paid?
5. What kind of training did Doug have to have?
6. What book did Doug study carefully?
7. How much of Doug's time did his job as scoutmaster take?
8. What did Doug do the night of the first meeting?
9. What happened at the installation?
10. What is the boy scout oath?

GRAMMAR

Clauses with before, after, whenever, since, once, now that, by the time that

Model: Doug had read the handbook. Then he met with the troop.

Doug had read the handbook before he met with the troop.

- 19 1 Combine the two sentences into a single sentence with a *before* clause.

1. Doug had taken the basic course. Then he took the advanced one.

2. Doug had watched another troop. Then he taught his own.

3. Doug had gone on an overnight hike alone. Then he took the boys on one.

4. Doug had thought about what he was going to do. Then he met with the troop.

5. Doug had been introduced. Then the boys came forward.

Model: Doug had gone on a hike alone. Then he took the boys on one.

After Doug had gone on a hike alone, he took the boys on one.

19.2 Combine the two sentences into a single sentence with an *after* clause.

1. Doug had taken a basic course. Then he took an advanced one.

2. Doug had watched another troop. Then he taught his own.

3. Doug had been introduced. Then he pledged to serve faithfully.

4. Doug had thought about what he was going to do. Then he met with the troop.

5. The boys had come forward. Then they took the scout oath.

Situation: Stuffy is a boy scout in Doug's troop. One night Doug told the boys:

Model: Do a good deed whenever you can.

Stuffy does a good deed whenever he can.

Stuffy did a good deed whenever he could.

19.3 Follow the model and make three statements with *whenever* clauses.

1. give your seat to a lady/ride on a bus.
2. help others/can
3. open the door for others/have a chance
4. go to the store/be asked to
5. say "Thank you"/have a chance
6. be polite/be introduced

Situation: Two weeks ago, Stuffy decided to be a perfect boy scout.

Model: He's done a good deed every day since he took his oath.

19.4 Make statements with *since* clauses. Use the verb forms in the model.

1. never miss a day of school/decide to be perfect
2. do his homework every day/make his decision
3. clean his room every day/become a boy scout
4. go to bed early/join the troop
5. never go to bed late/take the oath

Model: Once Doug understands anything himself, he can explain it to others.

Once Doug understood anything himself, he could explain it to others.

19.5 Make two statements with *once* clauses. Use the verb forms in the model.

1. explain a problem/his students can understand it
2. make a promise/he keep it
3. ask for attention/his students pay attention
4. tell a story/his students remember it
5. answer a question/his students never forget it

Model: Now that summer is here, we can go hiking.

19.6 Make statements with *now that* clauses. Begin them with *Now that (winter, spring, summer, fall) is here.* Here are some things that can be done: *swimming, fishing, skiing, hunting, camping, and ice skating.*

Model: By the time the boys had put up the tent, the sun had set.

19.7 Make statements with *by the time* clauses.

1. make a fire/the sky become dark
2. gather wood for the fire/Doug unpack his bag
3. wash the dishes in the stream/the wind begin to blow
4. the dishes be washed/it began to rain
5. finish their stories/the moon come up

COMPOSITION

Write several short paragraphs about one of the following subjects:

1. Do you belong to a boy scout troop or a girl scout troop? If you do, tell where your troop meets and what it does. Describe a meeting. Describe a hike or other activity.
2. Do you belong to a club that has meetings and goes on hikes or picnics? If you do, describe a hike or picnic.
3. Does your class go on picnics or hikes? Does it visit any farms or factories or offices? If it does, describe one of the trips.

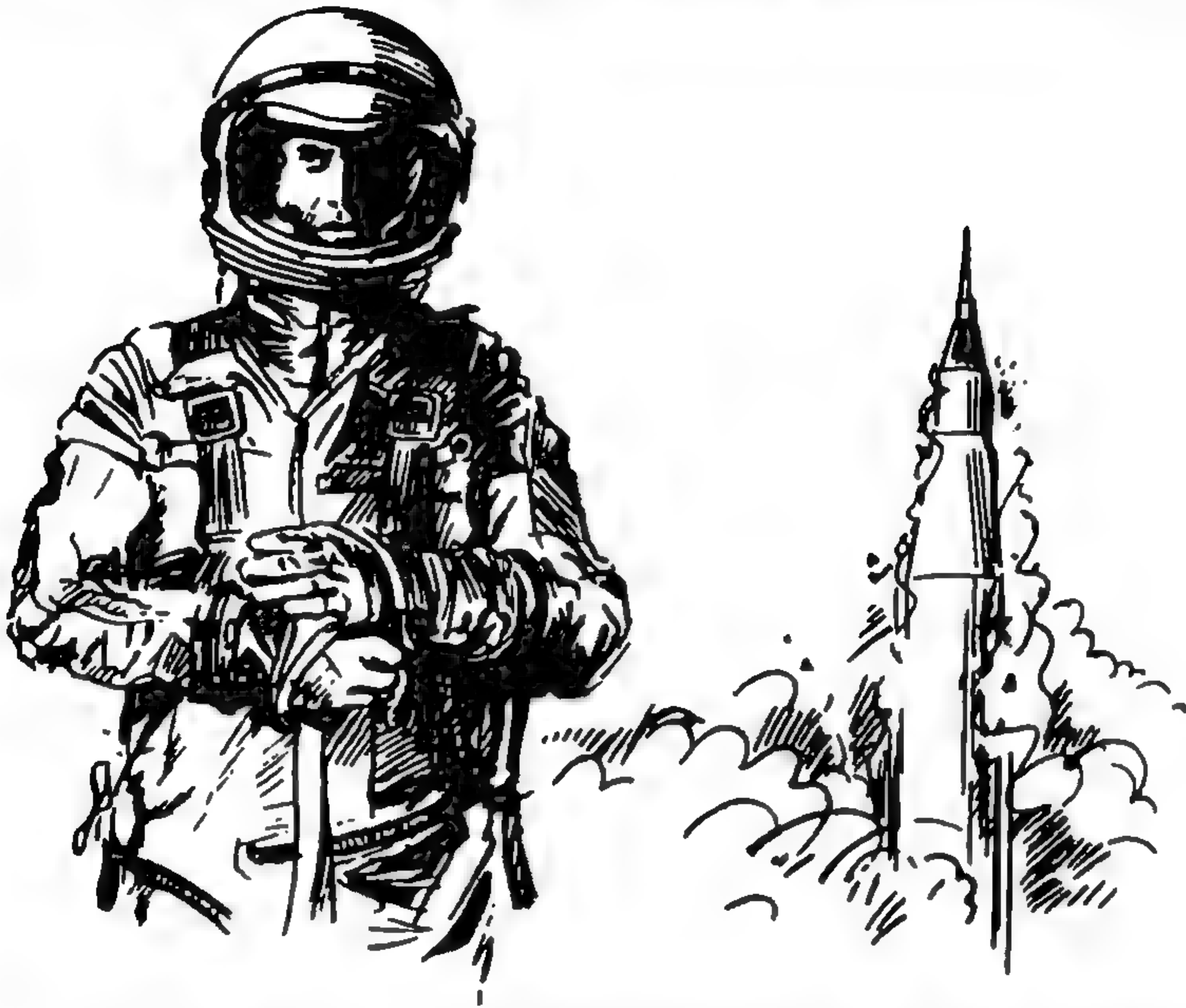
"More than 8,370,000 boys and leaders belong to Boy Scout units in 69 countries throughout the world. In every country, the purpose of the Boy Scouts is the same. The organization builds character, trains for better citizenship, and improves physical fitness." —*World Book Encyclopedia*, vol. 2, p. 449

Lesson Twenty: **SPACEMAN**

Do you ever dream of flying to the moon? Don't try until you have become a good spaceman like John Glenn.

Have you sometimes dreamed of flying off into space, miles and miles above the earth? Have you wondered what the earth would look like as you went whizzing

around it? Many people have, and now some of them are actually orbiting the earth and coming back to tell what they have seen.



"The view is tremendous," said Colonel John H. Glenn, Jr., as he shot through space on his three-orbit flight around the earth in February, 1962. He spoke of the brilliant blue horizon and the thousands of tiny glittering objects in the sunlight as he rounded the light side of the earth. Afterwards he said, "It was as though someone had waved a wand and made all the fireflies stop right where they were and glow steadily."

In telling about the sunset he said, "When the sun was still high in the sky, it was more bluish white than yellow. As it neared the horizon, you could see a very bright orange-colored light close to the surface. It changed to a kind of blue, then a darker blue, and then to black. Soon the stars seemed to jump out at you."

On the dark side of the earth, he saw the city lights of Perth, Australia, and radioed his thanks to the people there for turning them on to greet him. On the day side, he recognized the farmlands of California, more than a hundred miles below. All the continents, he said, appeared just as they are on the map, only very small and very close together. It was like looking through a keyhole in the sky.

He enjoyed everything he saw through that keyhole—the stars that never quite faded, the layer of clouds almost across the Pacific Ocean, the huge dust storms blowing across the African desert, the great clouds of smoke from brush fires, and the quick change from day to night. After finishing his first orbit of the earth, he radioed, “That was sure a short day. That was about the shortest day I have ever run into.”

The flight, too, was short. Three times around the earth in only five hours! But Glenn was busy all through the flight. There was more to do than just enjoy the beautiful view. There were sixty-seven different electronic or mechanical systems to check or use. There were dozens of valves, buttons, and switches to operate. And he was in constant contact by radio with stations around the world. Yet when the third orbit was ended, he could say, “I feel fine. It was just a normal day in space.”

Other spacemen have also reported “feeling fine” when they returned to earth. A Russian named Yuri Gagarin, who was the first man in space, returned after one orbit, pleased with his flight. Two other Russians, Nikolayev and Popovich, made much longer flights later and proved that teamwork was possible in space. Starting about one day apart, they returned to earth only six minutes apart. Nikolayev had completed sixty-four orbits in four days and Popovich forty-eight orbits in three days. Sometimes they had flown close enough to see each other’s ships and to radio messages. Both were happy about their flights, but glad to return to earth.

Both the United States and Russia choose their spacemen carefully. Each man must meet certain requirements of age, height, weight, education, military service, and military flight time. He must have strong nerves and remain calm under great strains. He must be able to endure different altitudes, air pressures, forces of gravity, and a long flight through space alone.

After he is chosen, a spaceman is given a tough training program. During that time he learns to understand the spaceship and all its instruments, to make long flights in a pressure suit, to lie strapped in a capsule as he would be in flight, and to meet many forces he has never met before. He also learns how to be patient when a planned flight is delayed, how always to look forward to success, and how to face disappointment if his turn in space is changed. He must learn, too, that whatever success he has in space is made possible by many others—by thousands of scientists and engineers, and by the other spacemen who trained with him.

Understanding ideas

1. Find two sentences that are not true:
 - a. Colonel Glenn orbited the earth three times.
 - b. It took him only eight hours.
 - c. The United States and Russia choose their spacemen carefully.
 - d. A spaceman is given an easy training program.
2. Arrange the things a spaceman learns in the order given in the lesson:
 - a. to understand the spaceship and all its instruments
 - b. to be patient when a planned flight is delayed
 - c. to meet many forces he has never met before
 - d. to make long flights in a pressure suit
 - e. to look forward to success
 - f. to lie strapped in a capsule as he would in flight
 - g. to face disappointment if his turn in space is changed
 - h. to know that his success in space is made possible by others

Understanding words

Find words in the lesson that are opposites of these words: (a) dull, (b) night side, (c) far apart, (d) weak, (e) excited, (f) on time.

Interpreting ideas

1. If you could meet a spaceman, what questions would you ask him?
2. What would you find exciting about being a spaceman?
3. What did Glenn mean when he said, "That was about the shortest day I have ever run into"?

Let's talk and write about spacemen

1. What did Colonel Glenn see as he rounded the light side of the earth?
2. What did he say about the sunset?
3. How long did it take him to go around the earth three times?
4. What did he have to do during the flight?
5. How long were Colonel Glenn and the other spacemen trained?
6. What requirements did the spacemen meet?
7. What kinds of tests were the spacemen given to show their endurance?
8. What did the spacemen have to learn during their two years of training?
9. Who are the other people who make space flight possible?

GRAMMAR

Clauses with no sooner than

Situation: Colonel Glenn's flight was so fast and so busy that one thing seemed to happen right after the other.

Model: He saw one continent. Right after that, he saw another.

He'd no sooner seen one continent than he saw another.

No sooner had he seen one continent than he saw another.

20.1 Make two sentences with *no sooner than*.

1. He saw one ocean. Right after that, he saw another.

He'd no sooner _____.

No sooner _____.

2. He saw the land below him. Right after that, he saw the water.

He'd no sooner _____.

No sooner _____.

3. He saw the sunrise. Right after that, he saw the sunset.

He'd no sooner _____.

No sooner _____.

4. He checked one valve. Right after that, he checked another.

He'd no sooner _____.

No sooner _____.

5. He talked with one radio station. Right after that, he talked with another.

He'd no sooner _____.

No sooner _____.

6. He reported a dust storm. Right after that, he reported a fire.

He'd no sooner _____.

No sooner _____.

7. He saw the dark side of the earth. Right after that, he saw the day side.

He'd no sooner _____.

No sooner _____.

8. He made one report. Right after that, he made another.

He'd no sooner _____.

No sooner _____.

9. He saw the sun. Right after that, he saw the stars.

He'd no sooner _____.

No sooner _____.

Review of time clauses

20.2 Finish each sentence with the right time clause. Refer to the readings and the exercises.

Sentence

1. Doris will check the seat belts: *e.* (*when everyone is aboard.*)
2. The passengers will come aboard
3. Wait in the airport
4. Bob will train the dogs .
5. The blind people will gain confidence
6. Bob will be an instructor
7. Sam's wife called him .
8. Sam was digging the weeds
9. Sam had a glass of milk
10. Do a good deed . . .
11. Stuffy has cleaned his room every day
12. Doug could explain anything
13. Colonel Glenn had no sooner seen one continent
14. He had no sooner seen the land below him .
15. He had no sooner seen the dark side of the earth . .

Time clause

- a.* until the flight is announced.
- b.* after he has studied for four years.
- c.* while his wife was washing the windows.
- d.* whenever you can.
- e.* when everyone is aboard.
- f.* before he went to bed.
- g.* once he had understood it himself.
- h.* than he saw the day side.
- i.* as soon as the flight is announced.
- j.* until they've learned how to take commands.
- k.* than he saw the water.
- l.* as soon as they've learned to walk with a dog.
- m.* than he saw another.
- n.* since he became a boy scout.
- o.* just as he was going out the door.

20.3 Add the right sentence to each time clause.

Time clause

1. After the passengers had finished lunch: g. (*Doris carried out the empty trays.*)
2. Before the plane took off . . .
3. As soon as he has finished his training
4. Before the dogs have finished their training
5. When Sam was a fire lookout
6. While Sam was cleaning the yard
7. Since he took his oath
8. Now that summer is here
9. By the time the boys had put up the tent

Sentence

- a. they will have learned how to walk in traffic,
- b. he had to live alone in a fire tower.
- c. Stuffy has done a good deed every day.
- d. his wife was washing the dishes.
- e. the sun had set.
- f. we can go hiking.
- g. Doris carried out the empty trays.
- h. Bob will begin to teach the blind,
- i. Doris checked the seat belts.

COMPOSITION

Write several short paragraphs about one of the following subjects:

1. Life will be changed in the space age.
2. Why I would like to take a trip to the moon.
3. Successful flights into space. (How many? By whom? When?)

"Space travel is one of man's greatest adventures. The thrust of mighty rockets has made it possible for him to explore the universe beyond the earth." —*World Book Encyclopedia*, vol. 16, p. 561

UNIT V: USING LEISURE TIME

Lesson Twenty-one: THE OLYMPIC GAMES IN ROME

As you read this story of the Olympic games, try to visualize the events. Can you see the parade of athletes? Can you see the marathon race? Which event can you "see" the best?

The huge stadium was filled with 100,000 people. Every seat was taken. This was the opening day of the Olympic games, a hot August day. The place was Rome. The year was 1960.

Trumpets sounded and into the arena came 6,200 athletes, both men and women, from eighty-five countries. All were in dress uniforms—white or blue or green or red, or combinations of colors. They marched proudly, country by country, behind their flags. Some were very young. They were entering their first Olympic games. Others were older and had been in the Olympic games before. But all the athletes were amateurs, or they could not take part.

The athletes lined up on the field, each behind his flag. They were a fine-looking group. Each nation had sent its best. And each nation hoped its athletes would bring home medals and new records. As cannons roared, 5,000 pigeons fluttered up from the ground and flew away toward the setting sun, while bands played and choirs sang and people cheered.

At that moment a young Italian boy came running into the stadium. The crowd roared. In his hand was the Olympic torch. It had been carried in relays all the way from the sacred valley of Olympia in Greece where the games were first held many centuries ago. The crowd watched while the boy ran up the steps of a platform, held the torch high for a moment, and then lowered it into a marble basin. Flames leaped from the basin where the Olympic torch would burn throughout the games.

Then the President of Italy stood up to welcome the athletes and to open the Olympic games. Together the athletes repeated the Olympic oath. "We swear that we will take part in these Olympic games in the true spirit of sportsmanship, and that we will respect and abide by the rules that govern them, for the glory of sport and the honor of our country." As the athletes marched out of the stadium, the crowd cheered and shouted. The first day was ended. Tomorrow the games would begin.

In the days that followed, from August 31 to September 11, the



athletes competed in about 240 different events. These events included sixteen different sports—swimming, boxing, diving, skating, track, basketball, and others. Day after day, first one and then another country claimed its victory. The weather often changed without warning. On some days both athletes and spectators suffered from the heat, while on others sudden rains or strong winds slowed down the events.

The big event in all Olympic games is the marathon race. The marathon is a long-distance race of about 26 miles. Late one Saturday afternoon, when the worst heat of the day was over, the marathon runners from thirty-seven countries gathered at a beautiful square on the top of the Capitoline Hill. At 5:30 the starter's gun was heard, and the marathoners were off. Part of the time they raced among the old historic ruins of Rome. For the next 10 miles they ran on a wide modern highway. Then, turning back, they ran the last 6 miles on the old Appian Way. The marathoners, as if they were aware of the historic setting, had never finished so dramatically.

The sun had set and darkness had fallen when the race ended. But torches lighted the way and showed the finish line at the foot of the Colosseum. Two runners ran close together, far ahead of the others. Then, as they neared the finish line, one of them—a young runner from Ethiopia—made a sudden dash and won by 150 yards. He had run the whole 26 miles in his bare feet. "We train in shoes," he said, "but it's much more comfortable to run without them."

Sunday was the last day. Again a crowd of 100,000 gathered in the stadium. The choirs sang the Greek national anthem as the Greek

flag was raised over the Olympic flame. Then they sang the national anthem of Japan, where the next Olympics would be held. Finally, they sang the Italian national anthem, and all 100,000 voices joined in.

Then the President of the Olympics invited everyone to the next Olympic games in Tokyo in 1964. The Olympic flame in the marble basin burned lower, flickered a moment, and went out. The Olympics of 1960 were over.

Understanding ideas

1. Find two sentences that are not true:
 - a. The Olympics of 1960 were held in Rome.
 - b. The stadium was small.
 - c. Only a few countries sent athletes.
 - d. The Olympics of 1964 will be held in Tokyo.
2. Arrange these events in the order they are given in the lesson:
 - a. The President of Italy opened the Olympic games.
 - b. The marathon race began at 5:30 in the afternoon.
 - c. The athletes repeated the Olympic oath.
 - d. The Ethiopian runner won the marathon.
 - e. The Olympic torch was lowered in the marble basin.
 - f. The President of the Olympics invited everyone to the 1964 games.
 - g. The Olympic flame burned out.

Understanding words

Find words in the lesson that mean: (a) athletes who have not performed for money, (b) a long-distance race, (c) a song of praise, (d) people who watched the Olympics, (e) a famous hill in Rome, (f) flew with flapping wings, (g) large groups of singers.

Interpreting ideas

1. Which event in the Olympic games would interest you most? Why?
2. Why is it important that all the athletes be amateurs? What is the difference between an amateur and a professional athlete?
3. Which part of this story did you find most exciting? Why?

Let's talk and write about the Olympic games

1. What do the athletes win? Why does each nation send its best athletes?
2. What is the Olympic torch? What is the Olympic oath?
3. What are some of the events in which the athletes competed?
4. How was the weather difficult for both the athletes and the spectators?
5. Describe the marathon race. Where and when did it start and end?
6. Describe the last day of the Olympic games in Rome.

GRAMMAR

Clauses with where and wherever

Model: Sam sat there. He could see the games clearly.

Sam sat where he could see the games clearly.

- 21.1 Combine the two sentences into single sentences with a *where* clause.

1. Sam stopped there. He could see a fountain.

_____.

2. Sam sat there. There wasn't any sun.

_____.

3. Sam stopped there. He could get a drink.

_____.

4. Sam walked there. He could hear the church bells ringing.

_____.

5. Sam went there. He could watch the athletes.

_____.

Model: S1: Where did Sam sit?

S2: He sat where he could see the games clearly.

- 21.2 Make conversations like that in the model. Use the items in 21.1.

Model: Sam didn't care where he sat. He sat anywhere.

He sat wherever he could find a seat.

- 21.3 Make three statements like those in the model. Use these guide words: *eat/find a restaurant, sleep/find a hotel, stand/see the games, rest/find a bench, stay/find a room.*

Model: S1: Do you care where you sit?

S2: No, I don't. I'll sit wherever I can find a seat.

- 21.4 Practice conversations like those in the model. Use the items in 21.3.**

Clauses and phrases with as, as if, and like

Situation: Stuffy is not very neat.

Model: Stuffy doesn't care how he stands. He stands as he pleases.

Stuffy didn't care how he stood. He stood as he pleased.

- 21.5 Make five statements like those in the model. Replace *stand* with *sit, write, dress, comb his hair, tie his tie*.**

Model: I think Sam is tired. That's how he walks.

He walks as if he's tired.

- 21.6 Combine the two sentences into a single sentence with an *as if* clause.**

1. I think Sam is angry. That's how he talks.

_____.

2. I think Sam is sad. That's how he acts.

_____.

3. I think it might rain. That's how it looks.

_____.

4. I'm walking on air. That's how I feel.

_____.

5. I'm a hundred years old. That's how I feel.

_____.

Model: Does Sam work hard?

He works like a horse.

- 21.7 Answer the questions by using a phrase with *like*.**

1. Does Kathy eat a lot? She eats _____ (bird).

2. Does Stuffy eat a lot? He eats _____ (horse).

3. Does the old man drink a lot? He drinks _____ (fish).

4. Is Doris a good singer? She sings _____ (bird).

5. Is Ken a good swimmer? He swims _____ (fish)

Situation: Sam went shopping in Rome.

Model: The prices weren't high, *as* prices go.

21.8 Your teacher will say the sentence, and you will add the *as* clause. Then your teacher will say the *as* clause, and you will add the sentence.

- | | |
|-------------------------------|------------------|
| 1. The food wasn't bad, | as food goes. |
| 2. The weather wasn't bad, | as weather goes. |
| 3. The crowds weren't bad, | as crowds go. |
| 4. The traffic wasn't bad, | as traffic goes. |
| 5. The shops weren't crowded, | as shops go. |

Model: The food was *as* good *as* people said it would be.

21.9 Make statements like that in the model. Use *city/beautiful*, *games/interesting*, *climate/good*, *fountains/beautiful*, *ruins/interesting*, *stadium/big*, *marathon/exciting*, etc.

Model: The traffic wasn't *as* bad *as* he thought it would be.

21.10 Make statements like that in the model. Use *prices/high*, *hotels/crowded*, *restaurants/expensive*, *stores/big*, *weather/sunny*.

Model: The more he saw of Rome, the more he wanted to see.

21.11 Your teacher will say the first clause. You will say the second.

- | | |
|---------------------------------------|-------------------------------|
| 1. The more he traveled, | the more he wanted to travel. |
| 2. The more he read, | the more he wanted to read. |
| 3. The more he ate, | the more he wanted to eat. |
| 4. The more he drank, | the more he wanted to drink. |
| 5. The more he knew about
history, | the more he wanted to know. |

Other adverb clauses

Model: S1: Had Sam been to Rome before?

S2: Not that I know of. He hadn't been there that I know of.

or S2: Not as far as I know. He hadn't been there as far as I know.

21.12 Make conversations like those in the model above. Use these guide words: *see the Olympic games, watch a marathon race, hear the Greek national anthem, fly in a jet, travel to Europe.*

Situation: Sam asked a man if he could sit by him. The man wasn't very polite.

Model: You can sit here as long as you don't make any noise.

You can sit here as far as I'm concerned,

You can sit here for all I care.

21.13 Repeat the three sentences in the model above, replacing *sit here* with *stay here all day, look at my program, take pictures, chew gum.*

COMPOSITION

Write several short paragraphs about one of the following subjects:

1. a favorite sport in your country
2. a favorite sport in your school
3. a famous athlete in your country
4. an athlete's training—his diet, his exercise, his rest, his practice, etc.

"Every four years, amateur athletes from nations throughout the world compete in a sports show called the Olympic Games. No other sports spectacle has a background so historic or thrilling." —*World Book Encyclopedia*, vol. 13, p. 566

Lesson Twenty-two: A NIGHT AT THE THEATER

Ken and Kathy went to the theater to watch the play. But soon they were living it, too. Pretend you are with them for an evening at the theater.

It was evening in New York City. Ken and Kathy had walked to the theater from their hotel only a few blocks away. Although they had often dreamed of going to a play in New York, they had never dreamed it would be like this. The street was filled with cars, and everywhere people were hurrying along the sidewalk and into the theater.

Inside, long lines were forming before the box-office window, and Ken hurried to take his place. He knew his tickets would be there because he had ordered them by mail weeks before. As the hands of the clock moved nearer to eight thirty, Ken moved nearer to the ticket window. At last he was there. "Tickets for Ken Moore," he said. The man at the window repeated the name so that he could be sure he had it right. "There you are," he said. "Thank you," said Ken and pushed through the crowd to Kathy.

"Get your program here," called a young man selling programs in the lobby. Ken bought one and gave it to Kathy. The usher, a girl about Kathy's age, looked at the tickets and showed Ken and Kathy to their seats. "Fourth and fifth seats in," she said.

Soon the orchestra took its place and the music began. Ushers hurried up and down the aisles. Then the music ended, the lights dimmed, the curtain went up, and the play began.

Ken and Kathy were so interested that they leaned forward in their seats. In one scene, the spotlight was on a man who was dictating a letter to his secretary. The rest of the stage was dark. Then the spotlight shifted to the other end of the stage, where the man who received the letter was dictating an answer to his secretary. The shifting of the spotlight made it easy to change the scene.

When the curtain went down on the second act, the audience moved into the lobby for the intermission. Ken and Kathy went along, too. There was such a crowd in the lobby that they could hardly walk around. Everyone was talking about the play.

The buzzer sounded. The third act was about to begin. Ken and Kathy hurried back to their seats. The lights dimmed and the curtain went up again. Now Ken and Kathy felt as if they were right on

the stage. Ken was the angry businessman who got the wrong order, and Kathy was the secretary who was trying to take dictation and to answer the telephone at the same time.

When the curtain fell for the last time, everyone applauded. Finally, even Ken and Kathy stopped applauding and followed the others outside. Some people were waiting at the side door to see the actors



as they came out of the theater. "Let's wait, too," Kathy said. "It will be fun to tell our friends back home that we saw the actors off-stage."

All during the short walk back to their hotel, Ken and Kathy talked about the plays they could see back home. They might even see this same play on television or hear it on the radio. Or it might be given by the Theater Guild that brings plays to small cities and towns throughout the country. And during the summer, many plays move out of New York to old barns that have been made into theaters.

"Maybe our own school will put on the play in a few years," Kathy said. "Then, who knows, you might really be the businessman and I might be the secretary!"

Understanding ideas

1. Find two sentences that are not true:
 - a. Ken and Kathy were surprised at all the noise and traffic in New York.
 - b. They had reserved theater tickets before they came.
 - c. They stayed in their seats between acts.
 - d. They thought they would never see this play again.
2. Arrange these things in the order that Ken and Kathy did them:
 - a. walked to the theater
 - b. went into the lobby after Act II
 - c. went to the side door to see the actors as they came out of the theater
 - d. followed the usher to their seats
 - e. felt as if they were right on the stage
 - f. talked about the play as they walked home

Understanding words

Find words in the lesson that mean: (a) the place where tickets are given out, (b) the time between acts of a play, (c) the person who types a businessman's letters, (d) the clapping after an act.

Interpreting ideas

1. What is there about a big city that appeals to young people?
2. What big city would you like to visit? Why?
3. How do you think Ken had planned for a night at the theater?

Let's talk and write about a night at the theater

1. What did Ken and Kathy see as they walked to the theater?
2. Where did Ken get the tickets? How did he know they would be there?
3. What did Ken buy in the lobby?
4. Who showed Ken and Kathy to their seats?
5. What scene were Ken and Kathy interested in?
6. When was intermission?
7. What did Ken and Kathy do during intermission?
8. Did Ken and Kathy enjoy the play? How did they show it?
9. How can people who don't live in New York see plays?
10. Would Kathy like to be an actress?

GRAMMAR

Other adverb clauses

Model: Ken was tired. He went to bed right away.

Ken was so tired that he went to bed right away.

Ken went to bed right away because he was tired.

22.1 Make three statements like those in the model above.

1. Kathy/excited/she couldn't sleep
2. Ken/interested/he leaned forward in his seat
3. Kathy/pleased/she kept applauding
4. Ken/tired/he hurried back to the hotel
5. Kathy/happy/she didn't want to leave New York

Model: It was a clear evening. They could see millions of stars.

It was such a clear evening that they could see millions of stars.

Because it was a clear evening, they could see millions of stars.

22.2 Make three statements like those in the model above.

1. New York/big city/Ken get lost
2. There/long line for tickets/Ken have to wait
3. It/interesting scene/Kathy lean forward in her seat
4. It/exciting play/Kathy keep applauding
5. The secretary/good actress/Kathy keep talking about her

22.3 Fill in the blanks with *such* or *so*.

1. It was _____ an exciting play that Ken was sorry when it was over.
2. Kathy was _____ excited that she couldn't sit still.
3. The acting was _____ good that Kathy forgot she was watching a play.
4. They had _____ a good time in New York that they never forgot it.
5. The ticket line was _____ long that Ken had to wait an hour.

Model: He was worried because of the heavy traffic.

He was worried because the traffic was heavy.

22.4 Make two statements, one with *because of* and another with *because*. Talk about Ken.

1. late/the long line at the ticket window
2. happy/the good seats
3. tired/the long walk to the hotel
4. worried/the bad weather
5. discouraged/the high expenses

Model: Ken had saved his money so that he could go to New York.

Ken had saved his money in order to go to New York.

22.5 Make statements with *so that* and *in order to*. Talk about Ken.

1. go early/avoid the crowd
2. write to the hotel/get a good room
3. read the New York papers/pick a good play
4. send for tickets early/get good seats
5. plan for a long time/have a good trip

Model: The trip was expensive, but Ken was glad he went.

Although the trip was expensive, Ken was glad he went.

22.6 Change the sentence with *but* into a sentence with *although*.

1. Ken paid a lot for the tickets, but they were worth it.

Although _____.

2. Ken wrote for tickets, but he still had to stand in line.

Although _____.

3. Ken could find his own seat, but the usher showed him where it was.

Although _____.

4. Kathy enjoyed the music, but she was glad when the curtain went up.

Although _____.

5. Kathy drank a glass of juice, but she was still thirsty.

Although _____.

6. Kathy was sitting in the audience, but she felt she was on the stage.

Although _____.

7. It was getting very late, but Ken didn't notice the time.

Although _____.

Model: He bought the tickets in spite of their high price.

Although the price was high, he bought the tickets.

He bought the tickets even though they were high.

The tickets were high, but he bought them anyway.

2.1 Make four statements like those in the model. Talk about Ken.

1. walk to the theater/the heavy rain
2. stand in the lobby/the noisy crowd
3. drive to the hotel/the heavy traffic
4. wear a coat/the warm weather
5. stay up late/his bad cold

22.8 Ken went to New York to see some plays. He spent all of his money on expensive tickets. Complete the sentences:

1. Ken went to New York because
2. Ken was glad he'd gone to New York although
3. Ken wanted to see the plays in spite of
4. Ken likes to go to New York so that
5. The tickets are so expensive that

COMPOSITION

Write several short paragraphs about one of the following subjects:

1. a play you have seen
2. a play you have given at school
3. a play you have read
4. a play you have heard on the radio or seen on television

"All the world's a stage,
And all the men and women merely players."
—Shakespeare

Lesson Twenty-three: CONCERT NIGHT IN MEXICO

Everyone in the Campos family had a good time at the plaza on band concert night. What would you have liked to do if you had been there?

Sunday night was the biggest night of the week in the village of Santa Clara. That was band concert night. As usual, the Campos family was going to the plaza to listen to the music. Carmen

and her brother Alfredo were walking ahead. Carmen's little sister Julia was walking with Grandmother and holding her hand. Mother and Father were walking behind them. Along the way they greeted friends. "Good evening. A fine evening," they said. "Very nice to see you." Almost everyone in the little village went to the plaza to hear the band play on Sunday night.

As they neared the plaza, they heard little Pepe, who was calling, "Buy candy for the concert. Sweet candy made fresh today. Buy sweet candy." At the other side of the plaza, Old Manuel stood with his cart. They could hear him calling, "Get frozen fruit on the stick. Nice cold sweet frozen fruit on the stick." And those who did not want candy or frozen fruit would buy tamales from Doña Lora, whose shop was across the plaza. Doña Lora's tamales were always fresh and delicious.

Doña Mercedes, who was at the plaza every concert night, sold lottery tickets. "For a few cents you can buy hope," she said. "I'll bring you luck. Buy tonight and dream of your future." Father never listened to Doña Mercedes. He worked too hard for his money to spend it on dreams.

As usual Maria and Rosa were waiting for Carmen. The three of them joined the other girls, who were strolling round and round the plaza clockwise.

Alfredo and his friends José and Pedro walked around the plaza, too. But the boys at the concert walked counterclockwise, facing the opposite direction from the way the girls faced. In that way they could meet and look and smile at each other. Sometimes a boy would stop and ask a girl to walk with him. Then she would nod and smile and step aside to walk with him, round and round the plaza again.

Mother and Grandmother found a seat on a bench that faced the bandstand. There they could keep a watchful eye on Carmen and her friends. Girls should not have too much freedom, even on Sun-

day night. They were joined by other women, and together they talked about their children and grandchildren and all that had happened during the week.

Father walked to the other side of the plaza to join a group of men who were talking about the weather and the chances of rain or sun tomorrow. Talk about weather led to talk about crops and the elections, which were soon to be held.

Most of the benches were filled when the members of the band arrived. The bandmaster raised his baton, the players raised their in-



struments, and the concert began. For a few minutes people stopped talking to listen to the music. But the children went on playing, and Carmen and her friends kept on strolling round and round the plaza.

As soon as the concert was over, Father got up and said good-night to his friends. "*Hasta la vista*," he said and walked over to join his family.

"I'll be seeing you," Alfredo said and left Pedro and José.

It had been a wonderful evening. Pepe's big tray was empty. Old Manuel, whose cart was empty, was walking down the little street to his house. Doña Lora's shop was closed. But Doña Mercedes was still holding the lottery tickets that would bring someone luck.

"Good-night. Good-night," friends called as they left the plaza. "We'll see you next concert night." For who could stay at home when the band played in the plaza?

Understanding ideas

1. Find two sentences that are not true:
 - a. Band concert night was Saturday night.
 - b. Men and women sat together at the concert.
 - c. The Campos family started out together.
 - d. Most of the benches were full when the band arrived.
2. Match the actions with the names of the people who did them:

<ol style="list-style-type: none">a. walked with Grandmotherb. sold tamalesc. sold lottery ticketsd. sold sweet candye. sold frozen fruit on a stickf. joined a group of meng. kept a watchful eye on Carmenh. directed the band	<ol style="list-style-type: none">a. Doña Lorab. Pepec. Carmen's little sister Juliad. Old Manuele. Mother and Grandmotherf. the bandmasterg. Fatherh. Doña Mercedes
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Understanding words

Find words in the lesson that mean: (a) pleasing to eat, (b) a public square, (c) walking slowly, (d) a ticket that gives a chance of winning something, (e) a direction opposite to that of the hands of a clock.

Interpreting ideas

1. Why does an outdoor concert appeal to people of all ages?
2. If you had been at the concert, would you have bought a lottery ticket? Why? Or why not?
3. Do you think the boys were a little shy with girls? Give reasons.

Let's talk and write about concert night in Mérida

1. Where did the Campos family go every Sunday night?
2. What kinds of food were being sold? What did the food sellers say?
3. What did Doña Mercedes sell? What did she say?
4. Why didn't Father listen to Doña Mercedes?
5. How did the boys and girls walk around the plaza?
6. What did Mother and Grandmother do?
7. What did Father talk about with his friends?
8. What did the people say as they left the concert?

GRAMMAR

Restrictive relative clauses

Model: The girl is Rosa. The girl is standing near the bandstand.
The girl who is standing near the bandstand is Rosa.

23.1 Combine the two sentences into one sentence with a relative clause.

1. The girl is Maria. The girl is sitting on that bench.
_____.

2. The little girl is Julia. She is walking with her grandmother.
_____.

3. The man is Manuel. He's standing on the other side of the plaza.
_____.

4. The tall boy is Alfredo. He's waiting near the corner.
_____.

5. The girls are Rosa and Maria. They're buying candy.
_____.

Model: The girl near the bandstand is Rosa.

The girl standing near the bandstand is Rosa.

The girl who is standing near the bandstand is Rosa.

23.2 For each group of words, make three sentences like those in the model:

1. girl sit on the bench/Maria

The girl _____.

The girl _____.

The girl _____.

2. little girl walk with her grandmother/Julia

The little girl _____.

The little girl _____.

The little girl _____.

3. man stand on the other side of the plaza/Manuel

The man _____.

The man _____.

The man _____.

4. boys wait near the corner/José and Pedro

The boys _____.

The boys _____.

The boys _____.

Model: The band is very good. The band plays on Saturday nights.

The band that plays on Saturday nights is very good.

23.3 Combine the two sentences into one sentence with a relative clause.

1. The candy is delicious. The candy was made this morning.

.....

2. The fruit looks good. The fruit was just frozen.

.....

3. The tamales smell delicious. The tamales are being sold.

.....

4. The tickets bring you luck. The tickets are being sold by Doña Mercedes.

.....

5. The music looked difficult. The music was lying on the table.

.....

Model: The band was good. Ken heard the band.

The band Ken heard was very good.

23.4 Combine the two sentences into one sentence with a relative clause.

1. The candy was fresh. Pepe sold the candy.

.....

2. The fruit looks goods. Manuel is eating the fruit.

.....

3. The tamales smelled delicious. Doña Lora made the tamales.

.....

4. The ticket might bring you luck. Doña Mercedes sold you the ticket.

.....

5. The music sounds good. The band is playing the music.

.....

Model: There's the man I saw at the concert last night.

23.5 Combine the sentences into one with a relative clause.

1. There's the woman. You met her last Sunday.
2. There's the boy. We saw him in the plaza.
3. There's the girl. We invited her to our party.
4. There's the musician. I met him in New York.
5. There's the student. I encouraged him to study English.

Model: The man is Manuel. You spoke to the man.

The man you spoke to is Manuel!

23.6 Combine the two sentences into one sentence with a relative clause.

1. The girl is Maria. You were talking to Maria.

_____.

2. The girls are Maria and Rosa. You were looking at Maria and Rosa.

_____.

3. The boy is my brother. You were standing by the boy.

_____.

4. The man is my father. You wrote to the man.

_____.

5. The woman is my mother. You asked about her.

_____.

Model: That's the man. You spoke to the man.

That's the man you spoke to.

23.7 Combine the two sentences into one sentence with a relative clause.

1. That's the girl. You were talking to the girl.

_____.

2. There are the girls. You were talking about the girls.

_____.

3. That's the musician. You were standing by the musician.

_____.

4. That's the man. You wrote to the man.

_____.

5. There's the woman. You asked about the woman.

_____.

Model: S1: Who is the man you were speaking to?

S2: The man I was speaking to is Manuel.

or Manuel is the man I was speaking to.

- 23.8 Practice conversations like that in the model. Use *girl you were talking about Maria, woman you were looking at/Doña Lora, boy you were standing by 'José.*

Model: There's the girl. You met her father.

There's the girl whose father you met.

- 23.9 Combine the two sentences into one with a relative clause.

1. There's the boy. I bought his candy.

2. There's the woman. We bought her tickets.

3. There's the girl. You talked to her mother.

4. There are the musicians. You listened to their concert.

5. She's the girl. You like her sister.

Nonrestrictive relative clauses

Model: Mr. Campos, who had been at the concert, came home late.

His daughter Carmen, whom you met yesterday, is sick.

His daughter Carmen, to whom you were speaking, is sick.

His daughter, whose name I forget, is very pretty.

The band, which had ten musicians, played good music.

The village, about which many stories have been written, is on the side of a mountain.

The village, which many painters have visited, can be reached only by foot.

- 23.10 Combine the two sentences into one sentence with a nonrestrictive relative clause. Some of the sentences can be combined in two ways.

1. Santa Clara is very beautiful. It is a small village (*which*)

2. A pretty girl spoke to me. I can't remember her name.
(*whose*)
3. Doña Lora sells tamales. She has a shop across the plaza. (*who*)
4. Maria and Rosa knew Carmen would be late. They waited for her every Sunday night. (*who*)
5. Old Manuel waved to them. They would buy his frozen fruits later. (*whose*)
6. Julia was carried home by her father. She had fallen asleep during the concert. (*who*)
7. You were asking about Mr. Campos. He's Carmen's father. (*about whom, who*)
8. José and Pedro were his best friends. Alfredo met them at the plaza. (*whom*)
9. Father wouldn't buy a lottery ticket. He didn't want to waste his money. (*who*)
10. Pepe was carrying home his big tray. It was empty. (*which*)
11. They were speaking to Doña Lora. She makes good tamales. (*to whom, who*)
12. Alfredo is walking with Pedro. Pedro is a good singer. (*with whom, who*)
13. They liked the band concert. It reminded ~~them~~ of their childhood. (*which*)
14. Chopin is a famous musician. You have just heard his records. (*whose*)
15. Her father had not yet bought the tickets. We asked him later in the evening. (*whom*)
16. Concerts can sometimes be dull. We attend them often. (*which*)
17. Large orchestras are usually very good. We often listen to them on the radio. (*to which*)

COMPOSITION

Write several short paragraphs about one of the following subjects:

1. your favorite musician
2. several musical instruments that are popular in your country
3. the kind of music that is popular in your country: songs your family sings, musical activities in your home, your school, or your village, town, or city

Lesson Twenty-four: AN ART GALLERY

Ken and Kathy found their favorite pictures at the National Gallery of Art. Can you see the two pictures? Which would be your favorite?



"To the National Gallery of Art," Ken said to the driver as he and Kathy got into the taxi. They were in Washington to visit the Capitol and other government buildings. Today they were

going to see the famous art gallery they had heard so much about. People often call it the Mellon Gallery because Andrew Mellon gave

his money to build it and also gave his 50-million-dollar collection of paintings. Ken and Kathy had read that about a million people from all over the world visit the Gallery every year. There would probably be over 2,000 people there today.

Before they knew it, they were at the Gallery. As they paid the taxi driver, he told them, "If you're going to be in Washington awhile, be sure to go to the Gallery again. You know what they say,

'Tourists can make the tour of the Gallery in a day; lovers of art need a decade.' "

When they entered the Gallery, a guided tour had just started. But Ken and Kathy found they could rent a Lec Tour for 25 cents and go through the Gallery by themselves. "Lec Tour," they were told at the information desk, is short for "lecture tour." It's a pocket-size radio receiver equipped with a tiny earphone that fits on the visitor's ear. As he strolls through the exhibition halls, he can hear the voices of lecturers who tell about artists and their works. Each lecture is ten or fifteen minutes long and is repeated many times a day.

"I'm glad we missed the tour," said Kathy. "Now we can go as we please. If we get tired or want to study a painting, we can sit down awhile and no one will mind. I know we're going to spend more time looking at some things than others."

She was right. All day long, she and Ken strolled through the exhibition halls. But they decided to spend most of their time with the French nineteenth-century artists. "What I like about them," said Ken, "is that they tried to paint the world exactly as it is."

Both of them liked Van Gogh's "The Olive Orchard," with its twisted trees and its feeling of peace and quiet. They discovered that Van Gogh had painted the trees because they reminded him of the willow trees he had known as a boy. When sick and lonely, he tried to find some peace by remembering things far away.

Kathy asked Ken to look at Renoir's "Girl with a Watering Can." This was her favorite. "She's such a pretty little girl. Look! She doesn't see us at all. She just stares ahead, probably thinking about her garden. I'm glad she's picked some of the flowers while she was watering them, even though they are wilting in her hands. No wonder so many people smile when they look at this picture.

Ken liked best Monet's "Waterloo Bridge, Gray Day." He saw the beauty brought out against an ugly background of smoking factory chimneys. Think of the patience Monet must have had, Kathy. He never worked more than half an hour at a time, and then he waited for another day when the light was exactly the same.

Both of them were happy to sit down on the benches after hours of walking. Here they could rest and talk about the paintings, or just watch the fountains with the flowers and plants around them. Sometimes a guided tour went by and they could overhear what the guide was saying. Sometimes they checked in their guidebook the exhibition halls they had visited. They bought postcards of their favorite paintings to keep as souvenirs or to send to friends back home.

As they left, Ken and Kathy agreed that the taxi driver was right. No one could possibly see all the art treasures in the National Gallery of Art in one day.



Understanding ideas

1. Find two sentences that are not true:
 - a. About a million people visit the National Gallery of Art every year.
 - b. Lovers of art can make the tour of the Gallery in a day.
 - c. A Lec Tour is a pocket-size radio receiver.
 - d. Ken and Kathy took a guided tour.
2. Arrange these things in the order that Ken and Kathy did them:
 - a. rode in a taxi
 - b. strolled through the exhibition halls
 - c. sat down on the benches and rested
 - d. rented a Lec Tour for 25 cents
 - e. bought postcards of their favorite paintings

Understanding words

Find words in the lesson that mean: (a) a tour with a leader to tell about everything, (b) halls where paintings are kept, (c) the National Gallery of Art, (d) a pocket-size radio receiver through which Ken and Kathy could hear lectures.

Interpreting ideas

1. Which picture mentioned in this story do you think you'd like best? Why?
2. Would you rather take a guided tour or walk through a gallery at your own speed?
3. Why is an art gallery important to a community?

Let's talk and write about the National Gallery of Art

1. What had Ken and Kathy visited in Washington besides the Gallery?
2. What had Ken read about the Gallery?
3. What is a Lec Tour?
4. Why was Kathy glad that she and Ken had missed the tour?
5. What painting by Van Gogh did they both like? Can you describe it?
6. What painting by Renoir did Kathy especially like? Can you describe it?
7. What painting by Monet did Ken like best? Can you describe it?
8. What did Ken and Kathy do as they were resting?
9. What did they talk about as they left the Gallery?

GRAMMAR

Infinitives and infinitive phrases

Model: Ken visited Washington.

Ken decided to visit Washington.

24.1 Add the verb in parentheses and make a sentence with *to*.

1. Ken saw the art gallery. (*want*)
2. Kathy talked to the taxi driver. (*try*)
3. They listened to the lecture. (*begin*)
4. We asked about the artist. (*forget*)
5. A tall man listened to the lectures. (*refuse*)
6. Everybody went back to the hotel. (*decide*)
7. They were early. (*expect*)
8. Ken studies art. (*need*)
9. Nobody had paid the taxi driver. (*remember*)
10. The guide was explaining the picture carefully. (*hope*)

Model: Kathy asked Ken to stay longer. She asked him to stay longer.

24.2 Make sentences like those in the model. Use the past tense.

1. Ken tell Kathy/look at the paintings in the next room
2. Kathy remind Ken/get tickets for the concert
3. Ken persuade Kathy/visit the museum again
4. They ask Ken/wait for Kathy by the entrance
5. Ken encourage Kathy/go to the concert
6. Ken expected Kathy/listen to the entire lecture
7. They allow Ken/help Kathy with the Lec Tour
8. Ken advise Kathy/put on her Lec Tour
9. Kathy teach Ken/like Renoir's paintings
10. Kathy urge Ken/stay in Washington another day

Model: Ken was asked to stay longer.

24.3 Put the sentences you wrote in 24.2 into the passive.

Situation: Ken wanted to see the museum, but Kathy didn't.

Model: S1: Did Ken want to see the museum?

S2: Ken wanted to, but Kathy didn't.

S1: Did Kathy want to see the museum?

S2: Kathy didn't want to, but Ken did.

24.4 Make conversations like those in the model.

1. The children didn't have to have tickets, but the adults did.
2. Ken didn't intend to go, but Kathy did.
3. Kathy asked Stuffy to stay, but Ken didn't.
4. Kathy doesn't forget to send postcards, but Ken does.
5. Ken didn't encourage Stuffy to stay, but Kathy did.
6. Kathy wanted the driver to stop, but Ken didn't.
7. Ken remembers to pay the drivers, but Kathy doesn't.
8. Ken wanted to tip the guide, but Kathy didn't.
9. Kathy doesn't need to pay attention, but Ken does.
10. Ken tried to look at every painting, but Kathy didn't.

Model: Ken thought the lecture was dull. He tried not to seem bored.

24.5 Complete the following sentences, using verb + *not* + *to* + verb.

1. Kathy wanted to talk, but Ken didn't. He preferred (*talk*).
2. Kathy knows it's getting late, but she doesn't want to leave. She pretends (*notice the time*).
3. Ken and Kathy thought it would be fun to tour the Gallery by themselves. They decided (*take the guided tour*).
4. Signs all over the Gallery ask visitors (*touch the paintings*).
5. Their teacher had told them (*miss Van Gogh's pictures*).
6. Kathy wanted to stay longer. She persuaded Ken (*leave right away*).
7. Kathy used to be afraid of dogs. Ken taught her (*be afraid of dogs*).
8. Ken was worried about spending too much money. Kathy urged him (*worry*).
9. Ken didn't like to be asked about his homework. Kathy learned (*ask him about it*).
10. Kathy asked Ken to stay one hour more. She promised (*ask for another favor*).

VERY	glad	meet	Mr. Jones	TOO	tired	go to	the concert
	happy	see	Bill's aunt		bored	listen to	the lecture
	pleased	hear	the guide		lazy	watch	the movie

Model: Ken was very glad to meet Mr. Jones.

Ken was too tired to listen to the lecture.

- 24.6** Make complete sentences like those in the model. Use the items in the chart. Supply your own subjects.

Model: Ken and Kathy were so interested that they stayed for hours. They were interested enough to stay for hours.

- 24.7** Use each group of words to make two sentences. Use *so that* in one and *enough* in the other.

1. Kathy/tired/she went to bed early
2. Ken/interested/he forgot about the time
3. radio receiver/small/it could fit into a pocket
4. each lecture/short/they repeated many times
5. Monet/patient/waited every day until the light was right

Model: Ken and Kathy were so tired that they couldn't stay out late. They were too tired to stay out late.

- 24.8** Use each group of words to make two sentences. Use *so that* in one and *too* in the other.

1. Kathy/excited/she couldn't sleep
2. Ken/interested in the painting/he didn't listen to Kathy
3. taxi driver/talkative/he couldn't keep his mind on the traffic
4. gallery/big/Kathy couldn't see it in one day
5. Monet's pictures/beautiful/they couldn't be described

Model: Ken wasn't tired, so he didn't go to bed early.

Ken wasn't tired enough to go to bed early.

- 24.9** Make two sentences like those in the model.

1. Kathy/not interested in the painting/not look at it long
2. The taxi driver/not hungry/not stop for lunch
3. Ken/tired/sleep late
4. Ken/thirsty/drink all the orange juice
5. The gallery/big/have a lot of pictures

Model: Ken was pleased when he saw Kathy.

Ken was pleased to see Kathy.

24.10 Change the following into sentences with infinitives:

1. Kathy asked if she could leave early.
2. Ken hoped that he would return to the Gallery.
3. Ken and Kathy were the only ones who bought postcards.
4. Kathy wondered where she could go next summer.
5. Ken was thinking about what he could do next.
6. The taxi driver was told that he should drive slowly.
7. Ken expected that he would tip the taxi driver.
8. Ken would be happy if he could visit Washington every summer.

Verb + verb (without to)

Situation: Ken thought someone was in his hotel room last night.

Model: Ken didn't see anything, but he heard the door open.

24.11 Make sentences like that in the model. Talk about Ken.

1. push anything/see the chair move
2. touch anything/notice the light go on
3. turn anything/hear the water go off
4. hear anything/see the door close
5. do anything/feel his hands shake

24.12 Use *to* only when necessary.

1. Ken decided _____ stay late.
2. Kathy noticed the man _____ open the door.
3. Ken heard the door _____ close.
4. Kathy forgot _____ ask about the artist.
5. Ken remembered _____ send his father a postcard.
6. Kathy saw the man _____ paint the picture.
7. Ken urged Kathy _____ go to the theater.
8. Kathy told Ken _____ buy the tickets.
9. They listened to the man _____ give the lecture.
10. They felt their hands _____ shake.

Causative verbs have and get.

Model: S1: Ken needs a picture for his passport.

S2: He should have one taken.

24.13 Make conversations like those in the model.

- 1. Kathy's hair is too long. (*cut*)**
- 2. Ken's watch is broken. (*fixed*)**
- 3. Kathy can't read well with her glasses. (*checked*)**
- 4. Ken's bicycle looks old. (*painted*)**
- 5. Kathy needs a new coat. (*made*)**

Model: S1: Kathy promised her mother that she would do the dishes.

S2: Then she'd better get them done.

24.14 Make statements with *get*.

- 1. Ken has to paint the garage for his father. (*painted*)**
- 2. Kathy has been promising to finish that book all week. (*read*)**
- 3. Ken has to park the car for his father. (*parked*)**
- 4. Kathy promised to clean the house for her mother. (*cleaned*)**
- 5. Ken and Kathy promised to write a letter to their cousin. (*written*)**

COMPOSITION

Write several short paragraphs about one of the following subjects:

- 1. an art gallery you have seen, or an art gallery you have heard and read about**
- 2. a favorite picture or statue**
- 3. a favorite artist or sculptor**
- 4. kinds of art your country is well known for**

**"What distinguishes a good artist is his understanding."
—*World Book Encyclopedia*, vol. 14, p. 48**

Lesson Twenty-five: A DAY AT THE COUNTY FAIR

There is entertainment for everyone at the county fair. What do you think you would like the most?

To many Americans the county fair is one of the most important events of the year. It lasts four or five days, and sometimes more.

It comes in late August, when the crops are ready to harvest and the summer vacation is almost over. For the schoolchildren, it means the last long holiday for many months.

Everyone goes to the fair. By eleven o'clock in the morning doors are locked, and houses and offices are almost deserted as their owners head for the fairgrounds. Every day, rain or shine, they crowd through the gates. Once they are inside, the good time begins.

The men enjoy looking through the cattle barns, where strong, healthy animals from the farmyard are exhibited. They also like to look at the exhibits of corn—big, green ears from this year's crop, and bright, golden ears from last year's crop, dried through the winter and spring. The best of each gets a blue ribbon, and the second best gets a red ribbon.

Most boys enjoy looking at the farm exhibits as much as their fathers do. Many of them belong to 4-H clubs. In these clubs boys and girls who live on farms can learn about improved methods in agriculture and homemaking and other activities that help to create a better life. The four H's stand for Head, Hands, Heart, and Health. Some of the boys have worked all year to raise a prize-winning ear of corn. A blue ribbon will mean an honor not only for them but also for the 4-H club.

All of the women insist on looking at the homemakers' exhibits. Here are different articles of clothing—dresses, skirts, aprons—some of them the first sewing done by the 4-H girls. Hand-embroidered table covers and handmade quilts hang side by side, all waiting for the decision of the judges.

If a girl's sewing fails to get a blue or red ribbon, she can always hope to win on something else. Perhaps her flowers will be the most beautiful. Or her vegetables may be the largest. And her cooking or her mother's is sure to have a chance at a prize. The food looks wonderful, all lined up on the counter for people to see—pies and cakes, cookies and candy, canned fruits and vegetables.

Besides the prize-winning exhibits, there are exhibits of machinery—plows and tractors, power mowers, and tools for the farm. And there are exhibits of electric dishwashers, refrigerators, and other things for the home.

Everyone enjoys eating while walking around the fairgrounds. Ice-cream cones, popcorn, hamburgers, hot dogs, and candy can be bought almost anywhere. But when you're hungry and tired, too, there's



nothing better than sitting down at a long table for a big meal of fried chicken and potato salad, followed by apple pie and ice cream for dessert. Here in the shade you can eat and rest and talk with your friends.

Afternoon at the fair is the time for horse racing, foot racing, and other contests of speed or strength. For the children, it means riding on the merry-go-round and playing on swings and slides.

And then it's evening, with a band concert and fireworks and sometimes an outdoor movie. When it's time for the gates to close for the night, everyone leaves for home. Tomorrow will be another day—at the county fair.

Understanding ideas

1. Find two sentences that are not true:
 - a. The county fair in America lasts only one day.
 - b. Everyone goes to the fair.
 - c. Most boys are interested in the farm exhibits.
 - d. Every girl wins a ribbon for her sewing or cooking.
2. Match the persons with the things that interest them at the county fair:

<ol style="list-style-type: none">a. menb. womenc. 4-H boysd. 4-H girlse. childrenf. everyone	<ol style="list-style-type: none">a. homemakers' exhibitsb. cattle, pigs, and sheepc. exhibits of cornd. exhibits of foode. machinery for the farmf. machinery for the homeg. fireworks
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Understanding words

Find words in the lesson that mean: (a) made by hand, (b) a sandwich made with ground meat that is fried and put into a bun, (c) a prize for the best exhibit, (d) a prize for the second-best exhibit, (e) persons who decide which exhibit is best and second-best.

Interpreting ideas

1. If you could go to a county fair in America, what would you like best? Why?
2. As you read this story, what pictures do you form in your mind? Describe the one that you see most clearly.
3. In your country, what things are exhibited at a fair?

Let's talk and write about a day at the county fair

1. When does the county fair take place? How long does it last?
2. What exhibits are the men and boys interested in? The women and girls?
3. What does 4-H stand for?
4. What exhibits are there besides the prize-winning exhibits?
5. What kind of food do people eat at the county fair?
6. What are some of the afternoon activities? Evening activities?

GRAMMAR

Participles and participial phrases

Situation: Sam and his son Bill went to the county fair. So did Stuffy.

Model: Stuffy enjoyed looking at the machinery.

25.1 Make sentences like that in the model. Talk about Stuffy.

1. avoid/walk too far

_____.

2. consider/take home a horse

_____.

3. deny/take a little boy's seat

_____.

4. finish/eat after everyone else

_____.

5. give up/worry about his diet

_____.

6. go on/talk about the horses

_____.

7. keep on/complain about his feet

_____.

8. practice/walk on his hands

_____.

9. insist on/look at the food exhibits

_____.

10. suggest/take a short rest

_____.

25.2 Add *to* before the verb or *ing* after it. Review the verbs on page 159.

1. Bill wants (*watch*) the races.

2. Sam enjoyed (*look at*) the tractors.

3. Stuffy considered (*enter*) the pie-eating contest.

4. Sam decided (*listen to*) the lecture on sheep.

5. Stuffy didn't expect (*walk*) so much.

6. He didn't enjoy (*walk*) so far.

7. Bill refused (*follow*) Stuffy all day.

8. Sam suggested (*leave*) early.

Model: Sam stopped. He wanted to ask about the tractors.
Sam stopped to ask about the tractors.
Bill was talking about the tractors, but he stopped.
Bill stopped talking about tractors.

25.3 Make sentences with *stopped to* + base verb or *stopped* + participle.

1. Please stop. I want you to answer this question.
Please _____.
2. Please stop. You're talking about my friend.
Please _____.
3. Hasn't Stuffy stopped? He's been eating someone else's pie.
Hasn't _____?
4. Has Stuffy stopped? He wanted to buy some ice cream.
Has _____?
5. Sam should stop. He needs to rest.
Sam _____.
6. Sam should stop. He's been working too hard.
Sam _____.

Model: Sam saw Bill win the race.
He'll never forget seeing Bill win the race.
He'll always remember seeing Bill win the race.
Sam might be late for dinner. He hasn't wound his watch.
He always forgets to wind his watch.
He never remembers to wind his watch.

25.4 Make statements with *forget to*, *remember to*, *forget* + participle, or *remember* + participle.

1. Bill watched Stuffy eat a whole pie.
He'll always remember _____.
He'll never forget _____.
2. Stuffy tries to watch his weight.
But he often forgets _____.
But he doesn't always remember _____.
3. Once Sam heard Stuffy play the violin.
He'll always remember _____.
He'll never forget _____.

4. Sam didn't mail the letter.

Sam forgot _____.

Sam didn't remember _____.

Situation: Stuffy and Bill are friends, but they are very different.

Model: Stuffy doesn't like to walk, but Bill doesn't mind walking all day.

25.5 Make a sentence like the one in the model: *run/can't resist run every race, ask questions/can't help ask questions, go without lunch/not mind go without it, hurry/can't stand wait around, listen to lectures/can't help listen to them.*

Model: Bill found Stuffy. He was taking off his shoes.

Bill found Stuffy taking off his shoes.

25.6 Combine the two sentences into one with a participial phrase.

1. Sam caught Stuffy. He was eating his third hamburger.

_____.

2. Bill left Sam. He was talking about the new tractors.

_____.

3. Sam left Bill. He was watching the races.

_____.

4. Bill watched the horses. They were getting ready to run.

_____.

5. Sam noticed the judges. They were trying to make up their minds.

_____.

6. Stuffy thought of Bill. He was running a race.

_____.

7. Sam listened to the judges. They were talking about the corn.

_____.

Model: Stuffy asked about the food first of all.
He began by asking about the food.

25.7 Make sentences with preposition + participle.

1. Stuffy didn't accept Bill's invitation to join the race.
Stuffy thought carefully before _____.
2. Stuffy didn't want to run.
But Bill insisted on _____.
3. Bill wanted to see the horses, so he didn't wait for Stuffy.
Bill went on without _____.
4. Sam told Stuffy that he should lose weight.
Sam began by _____.
5. Bill told Stuffy that he should exercise and not eat so much.
Bill told Stuffy that he should exercise instead of _____.
6. Bill asked Stuffy to say good-bye before he left the house.
Bill asked Stuffy not to leave without _____.
7. Bill told Stuffy he could win the race if he took off his shoes.
Bill told Stuffy he could win the race by _____.

COMPOSITION

Write several short paragraphs about one of the following subjects:

1. the county fair in America compared to the fairs in your country
2. winning prizes in a contest
3. a prize-winning exhibit you have seen
4. special foods you like to eat at a fair, a circus, or a picnic

"A fair is a special kind of gathering of people for buying and selling, for holding contests, and for having a good time." —*World Book Encyclopedia*, vol. 6, p. 9

CORE VOCABULARY

Words in this list may be thought of as basic words or key words that are usually pertinent to more than one of the lessons. When an entire unit is finished, it can be reviewed by having students go through the Core Vocabulary, recalling where each word was used and what it means. To ensure true understanding, have students use selected words in meaningful sentences of their own. Sometimes pairs of students may review the words, one acting as teacher and the other as student.

UNIT I

Words about time

afternoon	every (day)	morning	time
clock	hour	next	today
dark	late	night	tomorrow
day	midnight	o'clock	weekday
early	minute	promptly	yesterday
evening	month	regular	

Words about animals

camel	gazelle	ox	snake
deer	hare	seal	
dog	lion	sheep	

Words about weather

cloud	ice	shine	sunshine
cool	rain	sky	warm
dry	season	snow	wind

Words about home

apartment house	blanket	farmhouse	rug
attic	camp	home	tent
basement	dish	pot	yard

Words about workers

doctor	fireman	nurse	reporter
editor	hunter	policeman	
farmer	milkman	principal	

Words about places where people work

bakery	farm	hospital	railroad station
bank	fire station	hotel	restaurant
clothing store	gas station	office building	school
drugstore	grocery store	post office	

Words about clothing

boot	hat	mitten	sweater
cape	jacket	raincoat	umbrella
coat			

Words about transportation

airplane	car	passenger train	subway
bicycle	caravan	school bus	taxi
bus	elevated train	ship	truck

Words about food and eating

bread	coffee	fruit	tea
breakfast	dates	meat	vegetable
cheese	dinner	rice	water

UNIT II

Animals and birds used for food

cattle	ducks	hogs	turkeys
chickens	goats	sheep	

Fruits used for food

apples	grapes	oranges	pineapples
bananas	melons	peaches	

Plants that give food

corn	seaweed	sugar cane	wheat
rice			

Fish used for food

cod	herring	salmon	sardines
-----	---------	--------	----------

Vegetables used for food

asparagus	lettuce	peas	pumpkins
beans	onions	potatoes	tomatoes

Dairy foods

butter	cheese	milk	
--------	--------	------	--

Favorite drinks

chocolate	milk	tea	water
coffee			

Words about preserving foods

brine	freezing	powdered	refrigeration
cooking	heated	preserved	sealed
dried	pasteurization	quick-freeze	

Words about means of transporting foods

airplanes	flatcars	ships	trains
barges	runners	towboats	trucks

UNIT III

Words about exchanging goods

barter	goods	pay	trade route
buy	import	price	transaction
coin	international trade	rate of exchange	value
exchange	merchant	sell	weigh
export	money	service	weight

Things that have been used as money

animal skin	grain	paper	silver
cloth	knife	rice	soap
copper	leather	salt	stone
gold	metal	shell	tin

Names of American and British coins

dime	half crown	nickel	shilling
dollar	half-dollar	penny	sixpence
florin	halfpenny	quarter	threepence

Words about banks and banking

account	certify	invest	lock
bank	check	investment	safe
borrow	deposit	lend	save
cash	interest	loan	treasure

UNIT IV

Words about jobs

ability	expert	leader	scoutmaster
age	eyesight	nerve	spaceman
applicant	health	patience	special
application	height	patient	stewardess
apply	instruction	personality	train
assistant	instructor	practice	trainee
character	intelligence	preparation	training
college	intelligent	prepare	weight
course	interested	program	
education	interesting	require	
experience	job	requirement	

Things to know on a job

direction	message	switch	valve
equipment	radio	system	
instrument	signal	telephone	

Words about the earth

air pressure	earth	orbit	space
atmosphere	horizon	sky	view

UNIT V

Words about sports

amateur	games	professional	spectator
athlete	honor	race	sports
athletics	law	record	sportsman
basketball	lose	relay	sportsmanship
boxing	marathon	ribbon	track
compete	medal	run	victory
contest	prize	skating	win

Places to go in leisure time

arena	fairgrounds	plaza	stadium
exhibition hall	gallery	restaurant	theater

Words about a theater

act	applause	lobby	spotlight
actor	audience	orchestra	stage
actress	box office	program	usher
aisle	curtain	reserve	
applaud	intermission	seat	

Words about a band concert

band	baton	music	player
bandmaster	instrument	musician	stroll
bandstand			

Words about spectacles

band	choir	flag	shout
cannon	crowd	march	voices
cheer	fireworks	roar	

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